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ABSTRACT

The Whitney Young Learning Center (WYLC) is an after-school homework assistance and tutoring program for students in grades 6-12 in north and northeast Portland, Oregon. The program strives to help students achieve academic success and become self-directed learners with enhanced racial pride and self-esteem. During 1986-87, the WYLC program provided tutoring to 175 students, most of whom were from minority families. Participation increased 92 percent during 1985-86. During 1986-87, the WYLC program added special activities to develop self-esteem in Afro-American youth, who represent 80 percent of the client population. A student survey was administered to WYLC participants, and student and teacher interviews were conducted. Findings of the evaluation of the WYLC program suggest that: (1) consideration should be given to expansion of the program; (2) the WYLC should include strategies to enroll more compensatory education students and encourage participation of Chapter 1 students; (3) the WYLC should develop a plan for maintaining or increasing overall student participation; (4) the WYLC should consider the funding level of the program in approximating the number of students to be served by the program; and (5) future evaluations should provide longitudinal or other comparison data to relate improvement gains to participation in the program. (TJH)

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1986-87 EVALUATION REPORT

WHITNEY M. YOUNG LEARNING CENTER

IN THE PORTLAND PUBLIC SCHOOLS

by Stephanie Mitchell

Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
Walter E. Hathaway, Director

August, 1987

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ADMINISTRATIVE SUMMARY

Whitney Young Learning Center (WYLC) is an after-school homework assistance and tutoring program for students in grades 6-12 in north and northeast Portland. The goal of the program is to help students become self-directed learners and successful academically. The program strives to reinforce academic skills and self-esteem. The 1986-87 evaluation describes student academic and affective improvement.

During 1986-87, the Whitney Young Learning Center program provided tutoring services to 175 predominantly minority students from 23 Portland schools. The program has grown over the last two years. Participation in WYLC increased 92% over last year. The increase shows that students and their parents seek out and use support services of this type when they are available.

This year, Whitney Young Learning Center added special activities to develop self-esteem in African American youth, who represent over 80% of the client population. Studies have correlated self-esteem with academic achievement. WYLC recognizes that if black children are to learn and have positive self-concept, then schools should provide curricular experiences that foster self-esteem in black students and help meet their needs. Tutoring and supplementary activities were designed to promote self-esteem and develop the potential of African American youth.

Findings of the evaluation of Whitney Young Learning Center suggest the following recommendations: 1) Consideration should be given to expansion of the WYLC program, 2) WYLC should develop strategies to enroll more compensatory education students and encourage participation of Chapter 1 students in tutoring, 3) WYLC should develop a plan for maintaining or increasing overall student participation, 4) WYLC should consider the funding level of the program in approximating the number of students to be served by the program, and 5) if future evaluations are conducted, they should provide longitudinal or other comparison data to relate improvement gains to participation in the WYLC program.

EVALUATION OF

W H I T N E Y Y O U N G L E A R N I N G C E N T E R

1986-87 PROGRAM

By
Stephanie Mitchell

Research and Evaluation Department
Portland Public Schools
Portland, Oregon

August, 1987

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EVALUATION OF THE 1986-87 WHITNEY YOUNG LEARNING CENTER

INTRODUCTION

The Whitney Young Learning Center (WYLC) located in northeast Portland is an after-school homework assistance program designed to help students become academically successful and self-directed. The program provides tutoring for students in grades 6 through 12. The Center was started in 1980 by the Urban League of Portland. Portland Public Schools began providing support in 1984.

This evaluation report of the 1986-87 WYLC program is intended for use by the Director of Grants Management, the Board of Education, and the Director of Whitney Young Learning Center as an aid in decision-making regarding the structure and operation of the program. This report describes the WYLC program, outlines the relationship of WYLC to the District, reports student outcomes, and discusses staff and student perceptions of the program.

PROGRAM DESCRIPTION

WYLC is an after-school homework assistance program that targets students in grades 7 through 12 from northeast Portland. In addition to homework assistance, the Center provides individual and small group tutoring in basic skills, academic encouragement, and informal educational counseling. The Center sponsors special activities, such as motivational guest speakers, student contests, a student newsletter, student meetings as a forum for student involvement in programmatic issues, and weekly student "rap" sessions dealing with topics of interest to youth.

The goal of Whitney Young Learning Center is to help students achieve academic success and become self-directed learners with enhanced racial pride and self-esteem. The key features of the program are displayed in Table 1. The focus is on instilling positive attitudes toward learning, greater self-discipline, and a sense of academic responsibility. The District recognizes the need for supplementary education services for students performing

KEY FEATURES OF WHITNEY YOUNG LEARNING CENTER
1986 - 87

PROGRAM NAME	PROGRAM LOCATION	GRADES SERVED	TOTAL/AVG. ENROLLMENT	PROGRAM DURATION	NUMBER OF STAFF FTE	1986-87 BUDGET	SOURCE OF FUNDS	KEY FEATURES
Whitney Young Learning Center (WYLC) Director: Deborah Cochrane 288-4356 WYLC 280-2600 Urban League	St. Andrews Community Center 4919 N.E. 9th Portland, OR	Grades 6-12 Most are in grades 7-10	Total: 175 pupils Average per month: 50-60 pupils Average per day: 15-25 pupils	3:00-8:00 PM Mon.-Thurs. Oct. 13, 1986 -June 4, 1987	5.0 Total FTE: 1 FTE Director 1 FTE Asst. Dir. 2 FTE Tutors 2 .5 FTE Tutors 3-6 volunteers each month	$97,029	$71,540 PPS $25,489 Urban League Youth Services Center	1. WYLC provides tutoring and homework assistance to students in grades 6-12. 2. Students mostly reside in the Jefferson and Grant service areas. 3. Average daily attendance is 15 - 25 students. 4. Four tutors give students academic support and build self-confidence. Activities develop self-esteem and cultural identity in unmotivated learners. 5. WYLC sponsors contests, rap sessions, newsletters, and other experiences to motivate students.

below grade level. The WYLC target population is minority and low-income students who cannot afford supplemental academic assistance. These students have above average suspension rates, more class absences, and have not passed the District's Graduation Standards Test. Participation in the program is voluntary, although students are referred by parents and teachers. The one-on-one attention students receive at the Center strengthens the student's self-esteem and motivation to learn. It provides students with a practical, supervised educational environment and can improve their chances of completing high school.

The program has grown over the last two years. The demand for WYLC services indicates that students and their parents seek out and use appropriate support services when they are available.

FACILITIES AND RESOURCES

Whitney Young Learning Center (WYLC) opened in September 1980 and has operated continuously at St. Andrew Community Center, 4919 N.E. 9th Street in Portland. Primarily, the Center serves students in the Jefferson and Grant service areas. It offers homework/tutoring services on regular PPS school days from 3:00 to 8:00 P.M. Monday through Thursday.

With the closure of St. Andrew School last fall, the Center gained two additional classrooms for instruction. The Center now occupies three large classrooms on the second floor and a room on the lower level which is occasionally used for computer instruction. The classrooms are used for individual tutoring and quiet study. While the building appears rundown, the facility is adequate for the program. Staff and students report that the facility concerns of last year (noise and lack of heat) have been remedied this year. Each room is adequately furnished with blackboards, bookcases, desks, tables and chairs. Some textbooks, reading literature, and other educational materials are available. A small administrative office is located down the hall from the classrooms. The main administrative office is located at the Urban League, 10 N. Russell Street in Portland.

The total budget for WYLC during 1986-87 was $97,029. Portland Public Schools provided $71,540, a five percent decrease from the amount provided in 1985-86. The Urban League Youth Services Center provided $25,489 for a counselor who served WYLC and the Urban League. The counselor, located at Jefferson High School, provided follow-up support and recommended the program to students and parents. The Urban League contributed in-kind services of administrative support, space, and clerical services.

STAFF

The WYLC staff consists of five F.T.E.: the director, the assistant director and four part-time teacher/tutors.

The Director, Deborah Cochrane, completed her second year with the program. She has a B.A. in English and 13 years experience with tutoring programs at the University of Oregon, Portland State University and the Urban League in Providence, Rhode Island. She supervises daily operation of the Center, assists with individual tutoring, trains the tutors and evaluates staff. She also serves as a liaison between students, parents, counselors and the District. Cochrane regularly sends parents and principals information on the tutoring progress/accomplishments of their students. Her experience with minority and disadvantaged youth, qualify her very well to direct the WYLC program.

The assistant director, Jimi Johnson, was a teacher-tutor in the program before being promoted to assistant director this spring. He continues to tutor students, while developing the WYLC parent involvement program.

Four certificated teachers serve as part-time tutors at WYLC. Two teachers are in their second year with the program; two others joined the staff this year. Tutors are selected for their skills in instruction and motivation of students. Each month three to six volunteers contribute time and resources to assist students with homework, offer counseling, and assist with special projects. The skill, dedication, and role modeling of staff and volunteers contribute to a unique and distinctive tutoring program.

STUDENTS

Students voluntarily participate in the WYLC program. They are often encouraged to attend the Center by parents, teachers, counselors and peers. Students receive tutoring and homework assistance on a first-come, first-served basis. Tutors work with students individually to instill self-confidence and study skills.

The Whitney Young Learning Center contract with Portland Public Schools states that "approximately 250-300 students in North and Northeast Portland" would be served. One hundred and seventy-five students received homework and tutoring assistance at WYLC during 1986-87. Participation in WYLC is entirely voluntary, so the ratio of students to teachers varies at any given time. Average daily attendance ranged from fifteen to twenty-five students. Most WYLC students attend Jefferson, Grant, Benson, Tubman, and Fernwood.

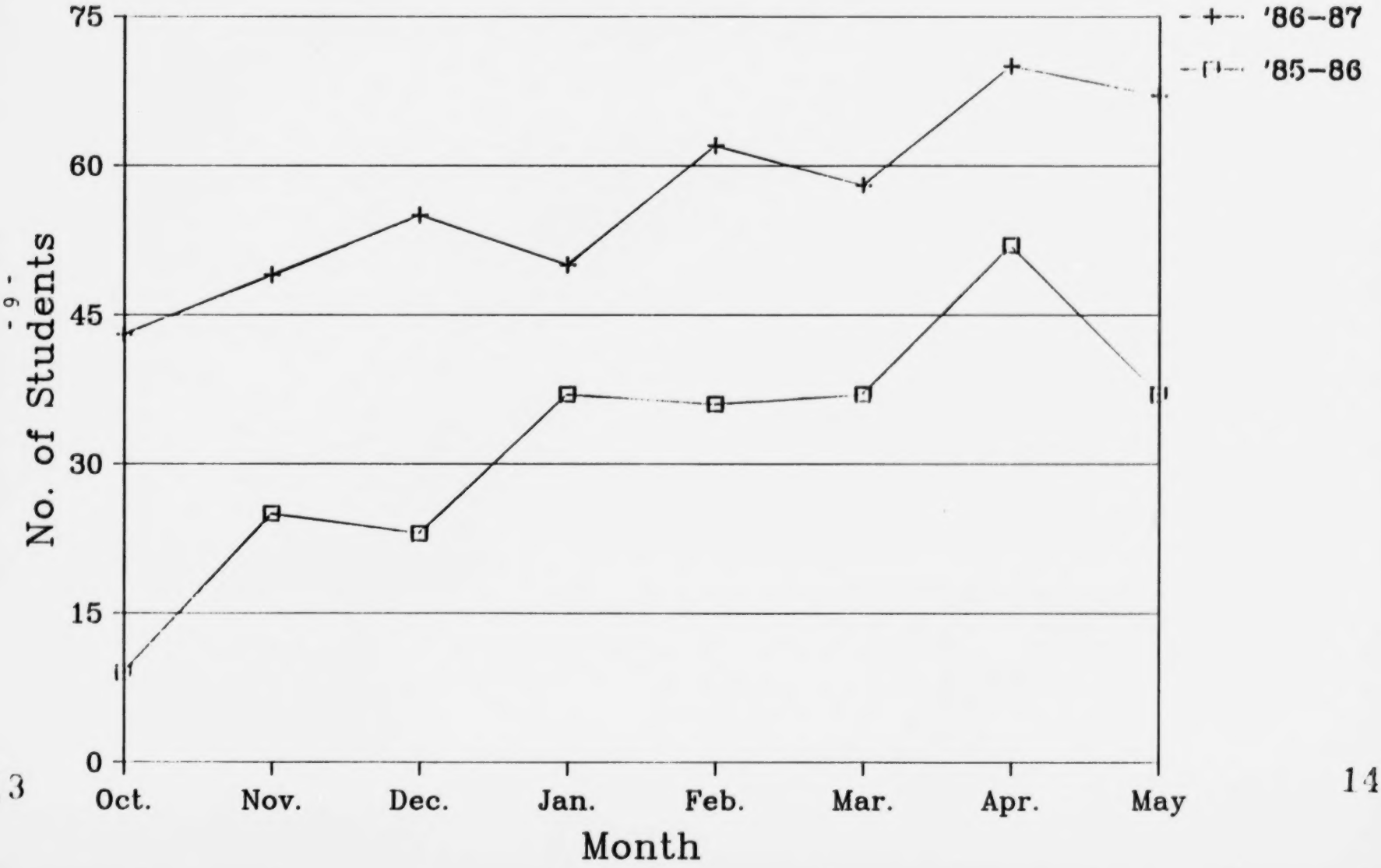
Table 2 presents the sex and ethnic group represented in the WYLC student population. The geocultural enrollment of students at WYLC was 82% African American, 14% European American, 2% percent Asian American, 1% American Indian, and 1% Hispanic American. Fifty-one percent of WYLC students were male; forty-nine percent were female.

TABLE 2
WHITNEY YOUNG STUDENTS BY SEX AND GEOCULTURAL GROUP

Geocultural Group	Male #	Male %	Female #	Female %	Total #	Total %
African American	72	41%	72	41%	144	82%
European American	16	9%	9	5%	25	14%
Asian American			4	2%	4	2%
American Indian			1	1%	1	1%
Hispanic American	1	1%			1	1%
TOTAL	89	51%	86	49%	175	100%

Figure 1 compares 1986-87 student participation with 1985-1986. Participation in the program increased 92% in 1986-87; 175 students attended WYLC this year compared to 91 students last year. Average monthly attendance this year was 56 students

Figure 1. WYLC Student Participation
in 1985-86 and 1986-87



compared to 34 students in 1985-86. During 1986-87, participation in the tutoring program averaged 50-60 students per month from October to December with increased use from February to June. Seventeen percent were students (N=30) who returned from the previous year and 83% were new students this year (N=145). Sixty-seven percent of WYLC students attend Chapter 1 schools. Five student drop-outs participated in WYLC and Project RETURN; these students were re-enrolled in school through the efforts of WYLC.

Table 3 presents WYLC student participation by school and grade for 1986-87. Schools are rank ordered by the number of students participating in the WYLC program.

TABLE 3
WYLC PARTICIPATION BY SCHOOL AND GRADE (Rank Order)

School / Grade	6	7	8	9	10	11	12	Total
Jefferson			2	14	14	5	5	40
Grant			1	11	7	5	6	30
Tubman	4	10	5					19
Benson				3	10	3	2	18
Fernwood	2	7	9					18
Whitaker		6	7					13
Ockley Green	1	4	2					7
Madison				2		2		4
Beaumont		1	2					3
Lincoln					1	2		3
Wilson					2	1		3
N/A-Drop-out			1			2		3
AYOS					2			2
Gregory Heights		1	1					2
All Saints		1						1
Central Catholic					1			1
Franklin				1				1
Lane			1					1
Marshall				1				1
Mountain View						1		1
Peninsula		1						1
POIC				1				1
Roosevelt						1		1
St. Thomas More		1						1
Total	7	32	31	33	37	22	13	175
Percent	4%	18%	18%	19%	21%	13%	7%	100%

Many WYLC students do well in school, but come from home environments where academic endeavors are not well supported. Nearly 50% of the students come from one-parent households. Without WYLC, these students would spend 2-4 hours every school day without supervision. Some WYLC students can be characterized as unmotivated learners; they can do the class work, but most do it better in a supportive study environment.

Cultural differences also directly influence self-concept and academic performance. Educational theory admits individuals tend to actualize the opinions of others. If students don't develop self-esteem, intellectual motivation will decline and give way to despair and withdrawal from the educational process.

CHAPTER 1 STUDENTS

As stated earlier, 67% of the WYLC students attend Chapter 1 schools in Portland. Of this number, 35 WYLC students or 20% were identified as Chapter 1 students. The WYLC Chapter 1 students are 57% male and 43% female. They attend grades 7-11 at Tubman, Whitaker, Grant, and Jefferson schools.

Table 4 presents attendance data for Chapter 1 and non-Chapter 1 students. Non-Chapter 1 students attended an average of 13.5 times during 1986-87; Chapter 1 students attended an average of 10.6 times.

TABLE 4
ATTENDANCE OF CHAPTER 1 AND NON-CHAPTER 1 STUDENTS

Type of Student	Avg. Days in Program	Total Days in Program	No. of Students
Chapter 1	10.6	370	35
Non-Chapter 1	13.5	1885	140

ACADEMIC PROGRAM

The academic program emphasizes homework assistance in the basic skills of reading, math, and language arts. Assistance with elective courses is also provided. The WYLC program has clear expectations for student performance. Students sign a tutorial

contract which identifies the WYLC program guidelines. Yet, the Center maintains an informal atmosphere of personal attention which enhances the supportive study environment.

Instruction at WYLC is individualized. Individual attention permits the tutor to structure the subject matter to best meet the needs of the student while encouraging and supporting learning.

A significant feature of WYLC is the special relationship between the staff and students. The students respond well to immediate attention and encouragement in their work. Tutors maintain high expectations for the students regardless of their academic level. WYLC provides students with personal attention, study skills, and encouragement to achieve their potential.

SPECIAL ACTIVITIES

This year the Learning Center added special activities to develop self-esteem for African American youth. Several studies have correlated self-concept with academic achievement (Harper, 1977; Harris, 1976; Mahan, 1976). The WYLC staff recognize that if black children are to learn and have a positive self-concept, then the school must provide curricular experiences that will foster self-esteem in black students and help meet their needs. Tutoring and supplementary activities were designed to promote self-esteem and develop the potential of black students.

Students regularly wrote articles and stories for the newsletter, "The Whitney Bulletin." Topics ranged from teen suicide to apartheid to friendship. Student contests encouraged study skills and promoted positive attitudes toward learning. Six motivational guest speakers discussed communication, goal-setting, black history/culture, apartheid in South Africa, African origins of science and math, and black poetry with parents and students. The speakers served as role models/mentors for students who don't often meet and talk with black professionals. Other activities included student meetings and weekly "rap sessions" to foster communication and self-development.

The evaluator observed student behavior and attitudes at WYLC over a two year period. Observations indicate the special

activities are important to WYLC's success. Student interviews and observations indicate the activities motivate students and develop academic and leadership skills. Students report that WYLC helps them develop responsibility for their work, teaches them how to study and plan ahead in assignments.

STUDENT ACHIEVEMENT

Figures 2 through 7 present graphic summaries of 1986-87 Fall and Spring achievement in reading, math, and language arts. The graphs display student achievement and graduation standards scores in relation to district achievement averages and minimum graduation standards. The scores indicate WYLC students comprise two distinct populations: 1) 60% of middle school students score below the minimum grade standards in reading, math, and language, and 2) only 71% of grade 9-12 students pass the minimum graduation standards in all three subjects.

Figures 2-4 show achievement gains in grades 6-8 on the Portland Achievement Levels Test (PALT) in reading, math, and language expressed in terms of the district P-score (mean=50). WYLC students score below the district average (P=50) in reading, math, and language on both Fall and Spring tests. Small gains, indicated by larger Spring scores than Fall, are seen in seventh and eighth grade reading, sixth and eighth grade math, and seventh grade language. Negative gain is seen in grade six reading and language, grade seven in math and grade eight in language. Thus, tutoring could be beneficial to 6th graders in reading/language, 7th grade students in math, and 8th grade students in language.

Table 5 summarizes the Spring 1987 PALT achievement results of students in grades 6-8 in relation to graduation standard extensions. A majority of WYLC students score below the district average (P=50) on the PALT. In grades 6-8, 38% of the students scored above the graduation standard for their grade in reading, 51% scored above the standard in language, but only 17% scored above the standard in math. Fifty-six percent of grade 6-8 students scored below the graduation extension in reading, 43%

Figure 2. WYLC READING GAINS

1986 – 87 Grades 6–8

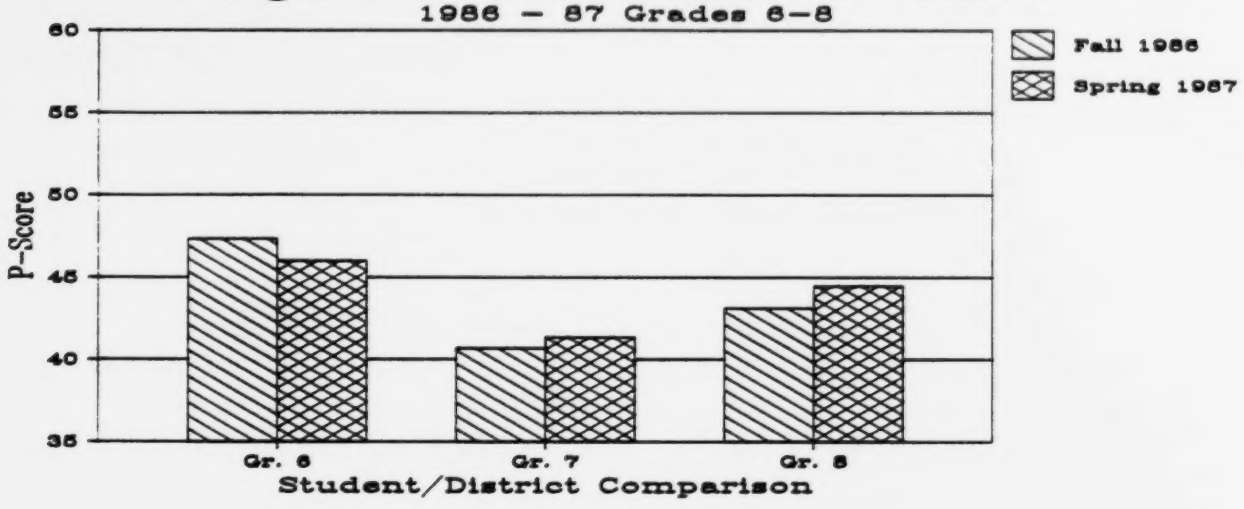


Figure 3. WYLC MATH GAINS

1986 – 87 Grades 6–8

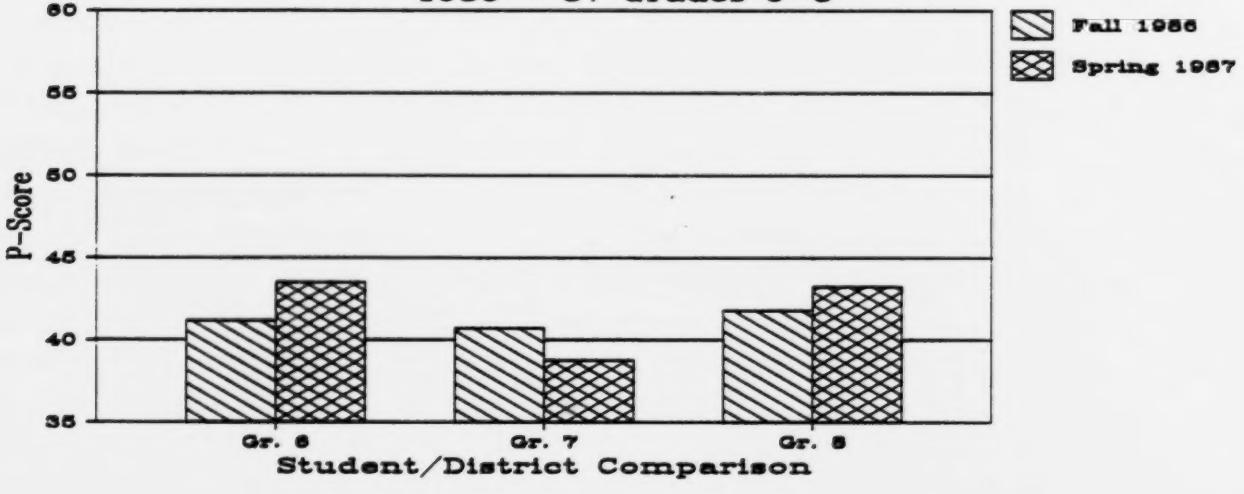
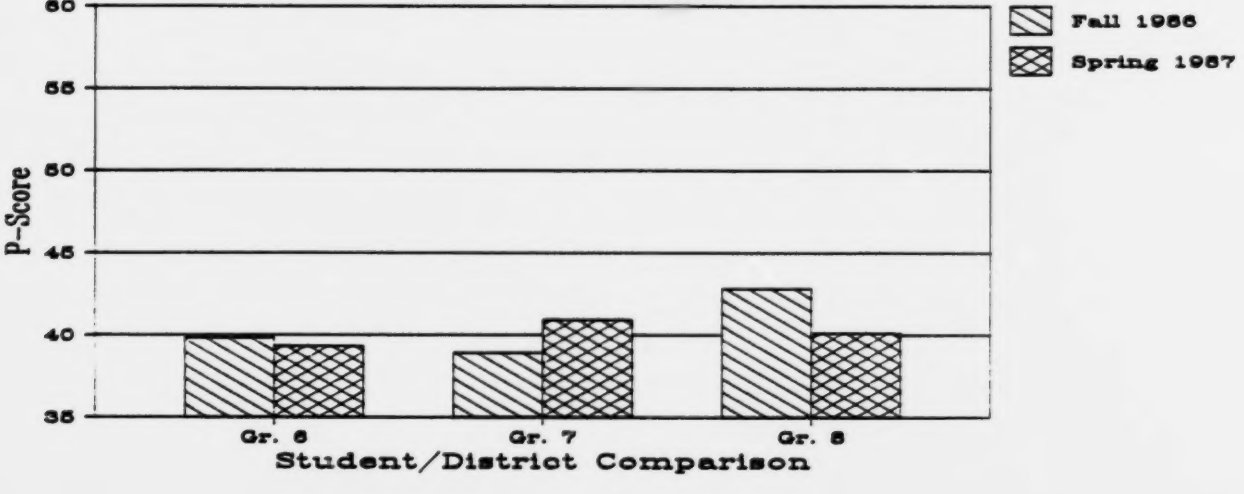


Figure 4. WYLC LANGUAGE GAINS

1986 – 87 Grades 6–8



scored below in language, and 77% of the students scored below the extension in math. Data are missing on four students.

TABLE 5
WYLC STUDENT ACHIEVEMENT ON GRADUATION
STANDARD EXTENSIONS IN GRADES 6 - 8

		GRADUATION STANDARD EXTENSIONS					
	Total	Above		Below		No Scores	
SUBJECT	N	N	%	N	%	N	%
Reading	70	27	38%	39	56%	4	6%
Math	70	12	17%	54	77%	4	6%
Language	70	36	51%	30	43%	4	6%

Figures 5-7 present student scores on the Graduation Standards Test for grades 9-12. The figures show that a majority of the students passed the Graduation Standards Test, but at a lower level that the district average at each grade. Figure 6 shows that 60% of the 9th grade students have not passed the Graduation Standards Test in math. A summary of WYLC student achievement on the Graduation Standards Test indicates that 54% of students in grades 9-12 (N=57) received passing scores in reading, math, and language. In reading, 75% of secondary students passed the standard; 18% scored below the standard. In language, 80% of students passed the graduation standard. In math, 59% passed the graduation standard; 33% did not pass. Data are missing on nine students. The graduation standards are minimums, and it is expected that 80-85% of the students should have passed the standard. The percent passed should be increasingly larger with each successive grade, with virtually all passing at grade 12.

It should be noted that achievement results cannot be attributed to WYLC participation because appropriate comparison data for the same or similar students who did not attend the program is not available. Also, the size of the Center's sample by grade is small and subject to measurement error, therefore grade by grade analyses are inappropriate.

Figure 5. WYLC READING ACHIEVEMENT

1986-87 Grades 9 - 12

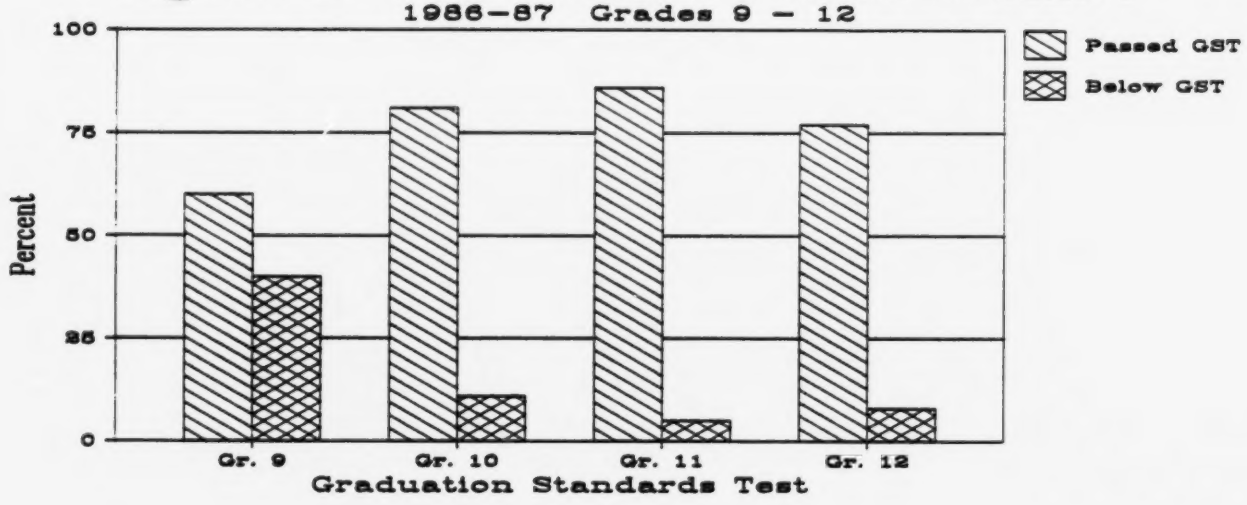


Figure 6. WYLC MATH ACHIEVEMENT

1986-87 Grades 9 - 12

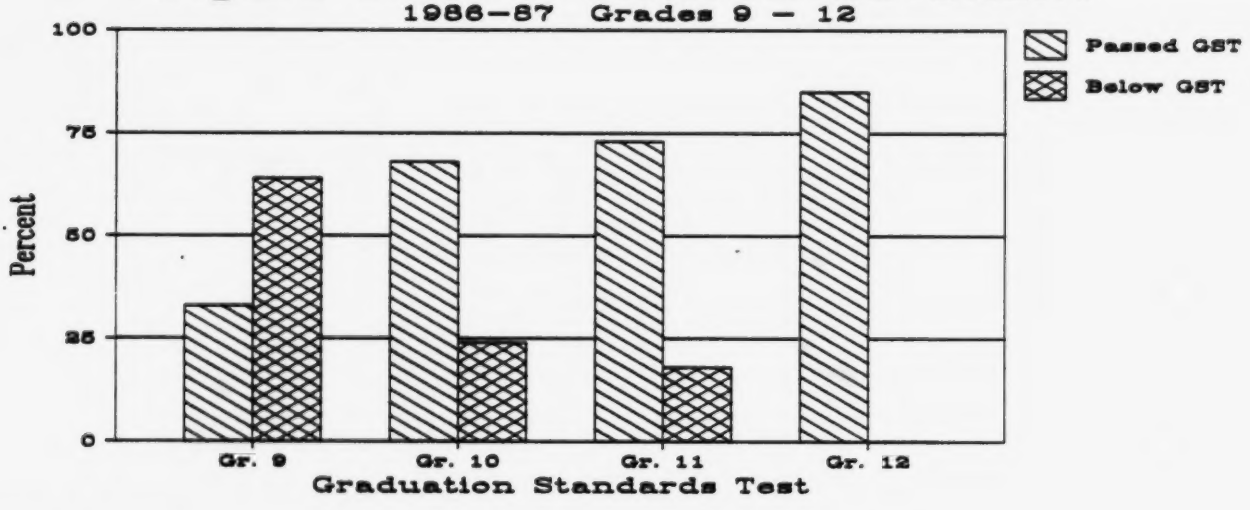
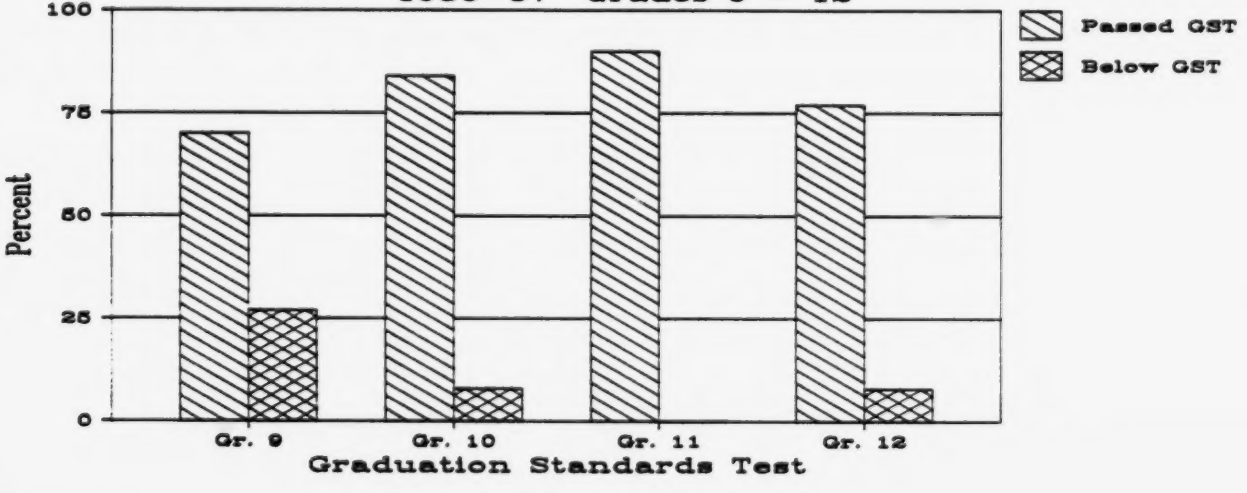


Figure 7. WYLC LANGUAGE ACHIEVEMENT

1986-87 Grades 9 - 12



STUDENT SURVEY RESULTS

A student survey was distributed to WYLC participants in March 1987 (see Appendix A). Results indicate that most students receive homework assistance in math, algebra, English, reading, and history. Students report they attended WYLC because of parent encouragement, closely followed by self-selection into the program. Students like the teachers, individual help, and quiet study environment best. They do not like students who cause problems and the Center's location. Fifty-seven percent of the students say they attend WYLC because they need help with homework or want to do better in school. Fifty percent of the students report their grades have improved since attending WYLC. Ninety-two percent say tutoring helps them in school; 80% say teaching at WYLC is much better or somewhat better than their regular school.

Student interviews were conducted at WYLC between January and June 1987 (Appendix B). Students report positive changes in their academic work and their attitude toward learning. Students say:

> "WYLC helped me figure geometry. Tutors take time to explain each step and help me understand it myself".
>
> "Whitney Young helps my attitude at school and home. I used to get down and mad. Their loving and care helps me do better in school. Now I have a better future".
>
> "My dad heard about Whitney Young and brought me here to help my study habits. I used to skip over my homework; it made my dad mad. Now I do it at WYLC in the afternoon and it makes a better attitude at home".

The following results summarize the WYLC in 1986-87:

- 4762 tutoring hours were provided to 175 students in 23 Portland schools (27 hours per student).
- Participation increased 92% over last year; it grew from 42 students in October to 67 students in May.
- The program served 89 males and 86 females.
- The program served 70 grade 6-8 students (40%) and 105 grade 9-12 students (60%).

PROGRAM NEEDS

The WYLC Director identifies two critical factors that slow development of the program from the original vision. The first factor is funding. The PPS grant provides funds for staffing, but students need textbooks, reference books and materials to support the academic endeavors, i.e. typewriters, supplementary educational materials. Substantial donations have been made by volunteers, but the program needs funding for special activities and materials to increase their success with students.

The other factor that hinders development is the need for a targeted marketing of the program to regular public school teachers and students. Some PPS staff refer students to WYLC, but many do not, due to lack of knowledge about the program. Overall communication with the schools needs to be improved. The Director plans to reassess the marketing plan to increase use of the Center during 1987-88.

CONCLUSIONS

Whitney Young Learning Center has operated a unique and successful supplementary educational program for minority youth in northeast Portland. The Center expanded rapidly during the 1986-87 school year; twice as many students used the tutoring services as last year (see WYLC Monthly reports in Appendix C). While we cannot assess the long term impact of the program at this time, the short term outcomes for students include:

- Students seek out tutoring assistance; WYLC participation increased 92% in 1986-87 over 1985-86
- Five student drop-outs were encouraged and assisted to return to school with the help of WYLC staff
- The program helped to develop self-esteem, self-sufficiency, and motivation in students
- WYLC provides effective, supervised educational activities that supplement regular basic skills instruction and strengthen student awareness that these skills are essential to future self-reliance

The concept of a community-based education center is impacting the people who live in WYLC neighborhood. Several volunteers gave their time to the program to motivate students to stay in school. The WYLC teachers feel they have more impact on students because they operate outside a regular classroom situation. WYLC offers an alternative educational environment to impact individual students. The Center plans to expand parent involvement in 1987-88. Educational ideals are at work at Whitney Young Learning Center. Staff and students see themselves as "the Whitney Young family", a successful model of how to reach and involve minority students to achieve academic success.

RECOMMENDATIONS

The findings of the evaluation of the Whitney Young Learning Center program in the Portland Public Schools suggest the following recommendations:

1. We recommend that consideration be given to expansion of the Whitney Young Learning Center program.
2. WYLC should develop strategies to enroll more compensatory education students (Chapter 1) and encourage their on-going participation in tutoring.
3. WYLC should develop a plan for increasing student participation in the program. A system for communicating with schools and marketing the program to more students should be developed for 1987-88.
4. WYLC should consider the funding level of the program in approximating the number of students to be served by the program.
5. If future evaluations are conducted, they should provide longitudinal or other comparison data to relate improvement gains to participation in the WYLC program.

BIBLIOGRAPHY

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APPENDIX A

- WYLC Student Survey and Summary

WHITNEY YOUNG LEARNING CENTER

Student Survey

The Portland Public Schools is interested in your opinion of the Whitney Young Learning Center. We want the program to meet the needs of all students who attend WYLC. Please take the time to fill in the survey and return it by April 30th. The information you provide will be combined with other students to improve the program. All information is confidential and anonymous.

1. What grade/year in school are you:

   a. Grade 7 ___ d. Grade 10 (Sophomore) ___

   b. Grade 8 ___ e. Grade 11 (Junior) ___

   c. Grade 9 (Freshman) ___ f. Grade 12 (Senior) ___

2. What regular school do you attend?

   School_____

3. What kind of homework do you get help with at WYLC? Please give an example of the help.

   _____

   _____

4. Why do you go to Whitney Young Learning Center? Whose idea was it?

   _____

   _____

5. How many times have you attended Whitney Young Learning Center during this school year?

   _____

6. Did you attend Whitney Young Learning Center last year or in previous years?

   Yes ___ No ___

7. What is your reason for attending Whitney Young Learning Center? (Check all that apply.)

___ a. I am behind in school and need tutoring assistance
___ b. I do well in school, but I like the WYLC program
___ c. I need help with my current homework
___ d. I am trying to do better in my school coursework
___ e. I need a place to go after school
___ f. Other (please explain)

_____

_____

8. What kind of grades do you receive in your regular school?

A's ___ B's ___ C's ___ D's ___ F's ___

9. Have your grades improved since you have attended WYLC?

Yes, improved ___ About the same ___ Worse ___

10. Is the tutoring you receive at Whitney Young Learning Center helping you to do better in school?

Yes ___ No ___

11. How does the teaching at Whitney Young Learning Center compare to your regular school? (check one)

a. Much worse than at regular school ___

b. Somewhat worse than at regular school ___

c. About the same as at regular school ___

d. Somewhat better than at regular school ___

e. Much better than at regular school ___

12. What other activities have you participated in at Whitney Young Learning Center? (Check as many as needed)

WYLC Newsletter ___ Counseling Services ___
Student Meetings___ Rap Sessions ___
Guest Speakers ___ Student Contests ___
Other:_____

13. What do you like most about Whitney Young Learning Center?

_____

_____

14. What do you like least about Whitney Young Learning Center?

_____

_____

15. If you had one wish, or one change you could make to the Whitney Young Learning Center, what would you wish.

_____

_____

_____

Please complete the survey by April 30th. Put it in the enclosed envelope to Stephanie Mitchell, Evaluation Department, Portland Public Schools. Please give the envelope to Deborah Cochrane.

Thank you for taking the time to fill out this survey.

sjm:2/4/87

WHITNEY YOUNG LEARNING CENTER
STUDENT SURVEY SUMMARY
MAY 1987

1. **WHAT GRADE IN SCHOOL ARE YOU?**

Grade	N	%
7	8	20.0
8	5	12.5
9	10	25.0
10	9	22.5
11	4	10.0
12	3	7.5
N/A	1	2.5
Total	40	100.0

2. **WHAT SCHOOL DO YOU ATTEND?**

High Schools	N	%
Jefferson	9	22.5
Benson	6	15.0
Grant	5	12.5
Franklin	2	5.0
Madison	1	2.5
Lincoln	1	2.5
Central Cath.	1	2.5

Middle Schools	N	%
Tubman	4	10.0
Fernwood	4	10.0
Gregory Heights	2	5.0
Ockley Green	2	5.0
St. Thomas More	1	2.5
Whitaker	1	2.5

3. **WHAT KIND OF HOMEWORK DO YOU GET HELP WITH AT WHITNEY YOUNG LEARNING CENTER?**

Math	21	American Literature	3
English	8	Drafting	3
Algebra	7	Biology	3
History	5	Science	3
Reading/Spelling	5	Chemistry	1
Career Education	4	Personal Finance	1
Social Studies	4	Geometry	1
		Global Studies	1

Comments:
- Jimmy showed me how to do positive and negative numbers.
- The only thing I get help on is math; they help me understand it.
- I get help with my math most of the time and everything is explained real clear; they encourage me to do better and help me.
- Math. Good help, they are always open-minded and give good ideas.
- Math fractions; Reading, vowels; Joyce helps me with social studies.
- I get a lot of help from Joyce, more than I get from anyone else.
- Advanced Algebra. I get help in understanding the problems.
- All subjects - the tutors help you in anything you want.
- Drafting. Good help with measurement.
- They show me ways in understanding the difficulties I face in my work problems; also Algebra 3-4 - Conic sections.
- They helped me with DNA and studying the spanish explorer, Estevan.
- English are what the teachers help me in, such as spelling and breaking down so I may better understand; and what are adverbs.

4. WHY DO YOU GO TO WHITNEY YOUNG LEARNING CENTER? WHOSE IDEA WAS IT?

Parent's idea to attend WYLC - 17 students
- I go because it helps me to do my homework. My mom's idea.
- Mine and mom's.
- To get help with studies.
- My mother and father.
- Because of my mom and grades. Mom's idea.
- I go because it's easier to study here that at home. Mother's idea.
- Because it will help me. My mother.
- It was my mother's idea and I was mad about having to go in the beginning, but now it's alright.
- The reason that I go to the Center is for some additional help the teachers may not offer. It was my mother's idea.
- It was my dad's idea and I go for help in work when I need it.
- Mother's idea.
- I go to Whitney Young Learning Center to learn how to do my math and drafting better. It was my dad's idea.
- My sister.
- It is close by and the people here can help you. My mom's idea.
- To improve my math skills in those areas. My mother.
- My idea and mom's, dad's and my sister's.
- To get my homework done early. It was my mother's idea.

Student's own idea to attend WYLC - 13 students
- I go because I want to learn. It's my idea to come to the center.
- To get more understanding of concepts learned. Mine.
- Jason W. told me about it. I wasn't going to go. I decided to because I really needed help in math.
- I go to get help on catching my grades up. It was my idea.
- Because I need to do my homework. Mine.
- Mine.
- I need help with my current homework.
- To get better grades. My own.
- I go to the Center to get help and really learn more about what to become in life.
- To get help with my homework. My idea.
- I go to Whitney Young to improve my learning skills. My idea.
- I like to get help and advice and I also like the tutors.
- I go to learn.

Friend/peer's ideas to attend WYLC - 3 students
- My good friends.
- I go to Whitney Young to broaden my education. Friend's idea.
- My friend Rachel's idea.

Teacher's idea to attend WYLC - 3 students
- Mrs. Cynthia Southwell.
- To get help with my work, to help raise my past grades to a more satisfying one. My teacher and mom.
- My teacher sent me.

Outreach activity - 1 student
- A letter came to my house and told me I should join it.

5. HOW MANY TIMES HAVE YOU ATTENDED WYLC THIS YEAR?

1-9	- 9	21-30	- 11	2-3 days/each week	- 10
10-20	- 2	A lot	- 7		

6. DID YOU ATTEND WYLC LAST YEAR OR IN PREVIOUS YEARS?

Yes - 15 (37.5%) No - 25 (62.5%)

7. WHAT IS YOUR REASON FOR ATTENDING WHITNEY YOUNG LEARNING CENTER?

N	%	Reason
26	30.6	Need help with current homework.
23	27.1	Trying to do better in school coursework.
16	18.8	Do well in school, but likes WYLC program.
15	17.6	Behind in school and need tutoring assistance.
0	0.0	Need a place to go after school.
5	5.9	Other reasons:

- If I take it home, I'm not going to do it.
- I like it!!!
- I need to understand this math and need to pass with a "C" or better. Right now I have a "D".
- To learn.
- I want to get my homework done early in the day.

8. WHAT KIND OF GRADES DO YOU GET IN SCHOOL?

Grades	N	%
A's	9	22.5
B's	12	30.0
C's	17	42.5
D's	1	2.5
F's	1	2.5

9. HAVE YOUR GRADES IMPROVED SINCE YOU ATTENDED WYLC?

Grades	N	%
Yes, improved	19	50.0
About the same	18	47.4
Worse	1	2.6

10. IS THE WYLC TUTORING HELPING YOU DO BETTER IN SCHOOL?

Response	N	%
Yes	36	92.3
No	3	7.7

11. HOW DOES THE TEACHING AT WYLC COMPARE TO YOUR REGULAR SCHOOL?

Response	N	%
Much better	19	47.5
Somewhat better	13	32.5
About the same	7	17.5
Somewhat worse	1	2.5
Much worse	0	0.0

12. **WHAT OTHER ACTIVITIES DO YOU PARTICIPATE IN AT WYLC?**

Activity	N	%
Rap Sessions	27	23.7
Student Meetings	22	19.3
Student Contests	22	19.3
WYLC Newsletter	21	18.4
Guest Speakers	18	15.8
Counseling	2	1.8
Other: Computer Lab	2	1.8

13. **WHAT DO YOU LIKE MOST ABOUT WHITNEY YOUNG LEARNING CENTER?**

WYLC teachers and staff - 12
- The teachers help alot.
- I like the tutors and Deborah because they care for me and help me and want me to learn.
- The staff is very encouraging.
- Jerry, Joyce, and Deborah.
- Help from the teachers.
- The people that help out tutoring and some of the kids.
- Teachers are nice, they help you with your work.
- Tutors when I need help.
- How nice the people are and the tutoring.
- The tutors, because they don't fool around.
- Teachers are nice.
- Some of the tutors.

Individual help and encouragement - 9
- You get individual help and not help as a group.
- There's someone who can and is willing to help, and be patient.
- I can get my work done and I can relate to the tutors.
- I like to come study and have help right there when you need it.
- Their techniques and patience of working with you until you fully understand a problem and sometimes even more.
- The people and how they help me.
- If you have a problem you can come and talk about it to them.
- How I'm around a good group and everyone helps each other.
- It helps me alot for home attitude and school.

Quiet study environment/Location/Other - 6
- The environment.
- The quiet for doing homework.
- I can come and do my work in peace and still have fun.
- It is near. It helps kids to do better and get better grades.
- The program - it helps me.
- Everything.

Friendliness of the program - 5
- The people, friends and most of all learning new things.
- It's fun and to meet tutors and other people in the center.
- Because Nate comes and I have a chance to better myself.
- I like the fact that everyone is so friendly.
- I like the rap sessions and the way the teachers explain it best.

14. WHAT DO YOU LIKE LEAST ABOUT WHITNEY YOUNG LEARNING CENTER?

Nothing - 10
Students who cause problems - 5
Some of the tutors - 3
Location/where it is - 2

Other comments:
- I don't like them trying to make you come when you don't want to.
- Sometimes I hate it when people say rude things & cause problems.
- The noise level at times; sometimes it's too loud.
- The way some people take advantage of the center, and not enough people coming to the center who really need it.
- That not too many of my friends come.
- Most of the rules.
- The rap sessions.
- Need more time to study; Hours are too short.
- The food they give at the rap sessions. Need better snacks.
- I don't like to wait for help.
- Maybe the breaks could be longer.

15. IF YOU HAD ONE WISH, OR ONE CHANGE YOU COULD MAKE TO THE WHITNEY YOUNG LEARNING CENTER, WHAT WOULD YOU WISH.

Participation by more students - 7
- That more students would enroll.
- That more people would find out about it & improve their grades.
- Make it more popular because if it is popular more people will come and more kids will be off the streets, that is what I wish for.
- I wish more students came to take advantage of the free education.
- Make it bigger; that more people come.
- I'd wish that the Center had more publicity, to get students motivated and to buckle down on their studies and get help!

Better quiet location - 4
- That it would be placed in another neighborhood.
- Move to a quiet neighborhood like near Grant area.
- Make it closer to where I live.
- If I had one wish for WYLC, it would be to get them a nicer building, then computers and a copier.

More student freedom - 2
- That wish would be that the students have more freedom.
- That we have a little more freedom.

Other comments:
- It's a very good program. I like it alot and enjoy being here.
- More activities; For WYLC to have a summer school program.
- Make it for grades 9-12; better snacks and have more rap sessions.
- Keep going to the Center to learn more; keep the Center cleaner.
- I don't really know. I just wish that school would get out. I wouldn't have to come; That they have a T.V. and a library.
- That the stuff would be tokens to get if you are good and if you get so many tokens you get a prize; better student behavior.

APPENDIX B

- Teacher Interview Questionnaire and Summary
- Student Interview Questionnaire and Summary

WYLC Staff Interview

Instructional Staff:_____

1. What are the needs which WYLC is designed to address?

2. What is the target population?

3. How are the needs of the students addressed in the program?

4. What outcomes are being sought? Are they achievable?

5. To what extent have students been involved in the program? (numbers, frequency, type of student participation)?

6. To what extent have teachers/counselors/others been involved in the program? (numbers, frequency, type of participation)?

7. How, if at all, should the program be modified?

8. What are the current outcomes of the program?

9. Is there evidence to suggest that students benefit from the program activities?

10. How could the WYLC program be strengthened?

SUMMARY OF WYLC STAFF INTERVIEWS

1. WHAT ARE THE NEEDS WHICH WYLC IS DESIGNED TO ADDRESS?
   - This program serves students who are on the edge and need a hand. The kids aren't dumb; they can do well in school, they just need help. They get it at WYLC.
   - Students who because of their family or economic environment often don't have a chance. Support and guidance in schoolwork, attitude, and disciplined behavior haven't been taught and reinforced in these kids until they come to the Center.
   - At-risk youth. If we can save one student in 10, it will save a lot in this community.
   - These students can become whatever they want to be as long as they're willing to work for it. WYLC helps them learn this. The guest speakers add positive role models for the students to build their self-esteem and give them motivation to achieve what they can become.

2. WHAT IS THE TARGET POPULATION?
   - There is an intense need to work with students on self-esteem and to develop their cultural identity. Many black students are not aware of black history and culture; they need to be able to relate to this.
   - It's for kids who can't afford tutoring; N and NE Portland-average to anyone to get the homework habit.
   - Students who need help with schoolwork, that's about 65-70% of middle school students and 40% of high schoolers. We have 15-25 students who come regularly.
   - Students at-risk of dropping out of school; kids who are bright, but don't receive support and encouragement to stay with school for their future.
   - Kids with problems at home, at school, anything that keeps them from doing homework. A regular group of 15 come 3 days/week; another 20 come 8-10 times/month.

3. HOW ARE THE NEEDS OF THE STUDENTS ADDRESSED IN THE PROGRAM?
   - Students who come to WYLC are given an intake packet to take home and complete with parents. It asks what courses they are taking and where they need help.
   - Teachers keep a tutoring log on students to identify strengths and weakness in the student's ability.
   - The tutors and volunteers assist with homework. The staff also work with students to help them plan short and long range work on their assignments.
   - I work with students just on math homework. 85-90% need help in math basic skills; many need help with motivation and self-esteem.
   - <u>Private</u> tutoring is necessary with these kids. Still, it's hard to keep them coming with just 4 teachers; we could use 50 more volunteers to track the students.

4. WHAT OUTCOMES ARE BEING SOUGHT? ARE THEY ACHIEVABLE?
   - I want to see students self-esteem improve. They don't know how to study when they first come here. If they

come regularly they mostly accomplish study skills.

- Understanding of basic skill concepts and there use in your future. Here's an example. A WYLC tutor teaches the concept of "percent" in individual instruction. A student works to get the solution. Later, the mother calls to tell the teacher how the student had suddenly understood "percents" due to the WYLC tutor's help.
- Self-directed motivation to learn by the students.
- The program tries to teach kids values, what's important, how to deal with peer pressure.
- We want to instill self-pride in the students. We want them to know that they can be anything they want to if they work for it and we'll be here for them.

5. TO WHAT EXTENT HAVE STUDENTS BEEN INVOLVED IN THE PROGRAM? (NUMBERS, FREQUENCY, TYPE OF STUDENT PARTICIPATION)?
   - We enrolled 175 students this year; more than '85-86.
   - I think that we have about 66 students who come 2-3 times a week or 7-8 times a month; they live close by.
   - We have twice as many kids this year, mostly from middle schools and high schools. I'd say about 20 kids come regularly, 2-4 times/week or 10-12 times/month.
   - We have done 100 new intakes this year. We have more students who come to WY regularly each week.

6. TO WHAT EXTENT HAVE TEACHERS/COUNSELORS/OTHERS BEEN INVOLVED IN THE PROGRAM? (NUMBERS, FREQUENCY, TYPE OF PARTICIPATION)?
   - We have six regular volunteers who come to help with the program 2-3 times per week. In May, we logged 60 volunteer hours. The volunteers do regular tutoring, plus serve as role models in many professions.
   - Four middle PPS school counselors refer students to WY monthly. We cooperate with the Jefferson high school counselor; she does follow-up with many WYLC students.
   - Teachers in 6-7 schools responded to a notice in their mailbox about WYLC; they encouraged their students to come for homework assistance. We have also worked with the academy program at Jefferson, the Urban League counselors, and the Private Industry Council. Next year we plan to work on more parent involvement.
   - I'd like more emphasis on follow-up of students with their teachers, counselors, and parents. Home visits or one-to-one conferences with students, teachers, and parents help if we want this child to succeed.

7. HOW, IF AT ALL, SHOULD THE WYLC PROGRAM BE MODIFIED?
   - I don't feel we should change the program, it is very successful with kid. But, maybe we could add a GED component to work with dropouts.
   - Publicity! Letting the public know that these kids need tutoring, but can't afford it. We need more parent involvement. Many students would come more regularly if PPS could provide transportation to WYLC.
   - Not many of minorities go on to college; we want to get into career/college planning and motivation.

8. WHAT ARE THE CURRENT OUTCOMES OF THE WYLC PROGRAM?
   - We have trained students in self-discipline and doing homework regularly. Also cultural awareness is growing and self-pride.
   - I believe students have learned more responsibility for their work, disciplined behavior and knowledge of their black heritage. The kids are still talking about "Black Fax" from the bulletin board and the guest speakers on black history and poetry.
   - The WYLC is a community-based holistic alternative program. It show potential for changing student attitudes towards self and achievement. We have the personal touch. Students are asking questions, putting up displays on topics of interest; they're involved. Best of all, kids are bringing issues they hear about at WYLC into the regular school and writing papers on these topics--this is internalization.

9. IS THERE EVIDENCE TO SUGGEST THAT STUDENTS BENEFIT FROM THE PROGRAM ACTIVITIES?
   - I hear more of my students talk about going on to college and expressing an interest in careers.
   - Yes, the student's increasing sense of self-worth; rap sessions show sharing and growth in individuals.
   - Five students who had dropped out of school are now back in school programs. We had worked with the students, their families, counselors, and others to get the kids back in school.
   - Three of my students who used to get C's and D's last year just made the honor roll at their high schools. They have been regulars at WYLC.
   - I hear students say that they understand the concepts better; more self-confidence in students this year.

10. HOW COULD THE WYLC PROGRAM BE STRENGTHENED?
   - WYLC needs more staff. We have double the number of students that we worked with last year. We'd like to have access to PPS media center for educational films. Diagnostic skill information would be useful.
   - We need a complete set of PPS basic skills textbooks for grades 7-12. This is both for the kids to use when they forget their own and for the tutors to plan and look at the scope and sequence of the curriculum. We need school materials, reference books, dictionaries, encyclopedia, etc.
   - WYLC needs more volunteers and community speakers or role models to work with students. Books for students.
   - Many improvements this year. Last year we only had 2 rooms; now 3 classrooms with more room. Last year the main study area was next to the entry and we always had traffic coming in. Now we have a separate entry hall for student sign-in. Last year we had no scheduled breaks; now we have breaks at 5:00 and 7:00.
   - We need to make WYLC known within the teachers and school system. And also with the students, for them a familiar face and a pat on the back make a difference.

WYLC Student Interview

Student:_____ School:_____ Gr.____

1. How long have you been coming to WYLC?

2. How did you hear about it and come to be involved?

3. What should be changed at WYLC to make it more useful?

4. What changes did WYLC help make in your learning or behavior?

5. Would you recommend WYLC to other students? Why or why not?

6. In what ways, if at all, did this program make changes in your approach to school?

7. How could the teachers and staff be improved?

8. In what ways did your involvement in WYLC change you?

SUMMARY OF WYLC STUDENT INTERVIEWS

1. HOW LONG HAVE YOU BEEN COMING TO WYLC?

- Twice a week for 3 months.
- Every day for 1 month.
- Two times a week since January.
- I've come to WYLC for 4 years.
- Over 2 months.
- Two years, mostly once or twice a week.
- Three months, for a couple days a week.

2. HOW DID YOU HEAR ABOUT IT AND COME TO BE INVOLVED?

- My father told me about it and brought me the 1st time.
- I saw a notice at school on the bulletin board notice of free tutoring. My mom brought the first time.
- My friend told me about it; I come with him.
- My mom knew I needed help in math and went to Urban League to ask for help; they told us about WY.
- My teacher told me there was help after school here.
- My counselor suggested it for tutoring and brought me to WYLC the first two times.
- My sister comes to the center, so I come with her.

3. WHAT SHOULD BE CHANGED AT WYLC TO MAKE IT MORE USEFUL?

- I'd like more speakers and rap sessions on problems.
- More tutors so I don't have to wait for help. Give kids more work to do and send home the talkers.
- I'd like the program to have more kids involved and be more organized like with a library and books.
- More freedom; let people go to store at break, better supply of books, a typewriter and food.
- We need more tutors that specialize in one area - more guest speakers too.
- We need more reading/math; potluck parties once a month for families and kids; tutors can give me work.

4. WHAT CHANGE DID WYLC HELP MAKE IN YOUR LEARNING OR BEHAVIOR?

- I learn reading, science, math and English better.
- I learn good rules here. I get better grades with help in subjects like math and English.
- WYLC helps me workwise. I used to get D's, but I have a better attitude and get C's this year.
- My attitude has changed toward school; I used to be rowdy. They're loving and care about you here.
- A big change, I have a positive attitude toward school.
- No change; today I got suspended for fighting.

5. WOULD YOU RECOMMEND WYLC TO OTHER STUDENTS? WHY OR WHY NOT?

- Yes, good for sharing and solving problems.
- Yes, I tell my friends to come here.
- Yes. They need education in their life and WYLC supports that.
- Yes.
- Yes, more kids should come to better themselves.
- Yes, so they can get passing grades in school.

6. IN WHAT WAYS, IF AT ALL, DID THIS PROGRAM MAKE CHANGES IN YOUR APPROACH TO SCHOOL?

- It helps me learn to listen and solve my problems. We talk about problems in rap sessions, like fighting.
- I'm passing my classes in school now.
- I do better in math.
- I made honor roll in my high school for the first time.
- They teach us how to study.

7. HOW COULD THE TEACHERS AND STAFF BE IMPROVED?

- None.
- They are already good.
- No; they're the best.
- No.
- The teachers here are better than at my regular school.
- Give us more work.

8. IN WHAT WAYS DID YOUR INVOLVEMENT IN WYLC CHANGE YOU?

- I learned friendship and rules of study.
- I have a more positive attitude toward school.
- My attitude; I used to get down and mad; now I ignore it and get back with studying.
- I'm just the same.
- More friendship, know how to study better and plan for the future. I didn't think about going to college before, now I plan to be a doctor.

APPENDIX C

Whitney Young Learning Center

- Monthly Reports
- Admission Forms and Tutorial Contract
- Student Progress Report
- Example of Student Contest-Study Skills
- "The Whitney Bulletin" Newsletter

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for October, 1986

STATISTICS

Total # of students served:	44
Total # of student visits:	125
Total # of tutoring hours provided: (student log)	219-1/4
Total # of volunteer hours:	22
Total # of students year to date:	44
Total # of volunteers:	2

ETHNICITY

	Male	Female
Black	18	16
Asian		2
White	5	3
Hispanic		
Other		

SCHOOLS SERVED

	Number		Number
Jefferson	15	Cen. Catholic	1
Grant	8		
Benson	1	Tubman	6
Madison		Irvington	
Wilson		Whitaker	5
Lincoln	1	St. T. Moore	
Beaumont	1	Fernwood	2
Franklin	1	Ockley Green	1
Joseph Lane	1	Gregory Heights	1

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for November 1986

Statistics

Total # of students served:	41
Total # of student visits:	223
Total # of tutoring hours provided: (Student log)	489
Total # of volunteer hours:	6
Total # of students year to date:	67
Total # of volunteers:	3

Ethnicity

	Male	Female
Black	19	17
Asian		
White	1	2
Hispanic		
Other		2

Schools Served

	Number		Number
Jefferson	10	Cen. Catholic	1
Grant	6	Tubman	6
Benson	2	Irvington	
Madison		Whitaker	5
Wilson		Fernwood	4
Lincoln	1	Ockley Green	4
All Saints	1	P.C.C.	1
Beaumont			

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for December 1986
(December 1 - 18)

Statistics

Total # of students served:	54
Total # of student visits:	200
Total # of tutoring hours provided: (Student log)	389 1/2
Total # of volunteer hours:	8
Total # of students year to date:	88
Total # of volunteers:	3

Ethnicity

	Male	Female
Black	22	21
Asian		
White	4	5
Hispanic		
Other		2

Schools Served

	Number		Number
Jefferson	7	Cen. Catholic	1
Grant	14	Tubman	7
Benson	2	Irvington	
Madison	1	Whitaker	2
Wilson	2	Fernwood	9
Lincoln	1	Ockley Green	3
All Saints	1	Franklin	2
Beaumont	1	Gregory Heights	1

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for January, 1987

STATISTICS

Total # of students served:	51
Total # of student visits:	312
Total # of tutoring hours provided: (student log)	688.28
Total # of volunteer hours:	30
Total # of students year to date:	106
Total # of volunteers:	4

ETHNICITY

	Male	Female
Black	25	20
Asian		2
White	2	3
Hispanic		
Other	1	3

SCHOOLS SERVED

	Number		Number
Jefferson	14	Cen. Catholic	1
Grant	5	Tubman	10
Benson	2	Whitaker	3
Madison	2	Fernwood	8
Lincoln	1	Ockley Green	4
All Saints	1		

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for February 1987

STATISTICS

Total # of students served:	63
Total # of student visits:	379
Total # of tutoring hours provided: (student log)	844
Total # of volunteer hours:	24
Total # of students year to date:	120
Total # of volunteers:	4

ETHNICITY

	Male	Female
Black	33	26
Asian		2
White	1	
Hispanic		
Other		3

SCHOOLS SERVED

	Number		Number
Jefferson	15	Cen. Catholic	1
Grant	6	Tubman	11
Benson	7	Whitaker	2
Madison	1	Fernwood	9
Lincoln	2	Ockley Green	5
All Saints	1	AYOS	1
Franklin	1	Out of School	1

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for March 1987

Statistics

Total # of students served:	58
Total # of student visits:	327
Total # of tutoring hours provided: (Student log)	674.16
Total # of volunteer hours:	13.5
Total # of students year to date:	136
Total # of volunteers:	3

Ethnicity

	Male	Female
Black	25	28
Asian		
White		2
Hispanic		
Other		3

Schools Served

	Number		Number
Jefferson	11	Cen. Catholic	7
Grant	7	Tubman	10
Benson	6	Irvington	
Madison	1	Whitaker	1
Wilson	0	Ockley Green	3
Lincoln	1	Fernwood	13
Mt View	1	Tio Nicks	1
Peninsula	1	Out of School	1

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for April, 1987

Statistics

Total # of students served:	69
Total # of student visits:	326
Total # of tutoring hours provided: (Student Log)	674.08
Total # of volunteer hours:	30.5
Total # of students year to date:	158
Total # of volunteers:	5

Ethnicity

	Male	Female
Black	31	27
Asian		
White	3	4
Hispanic	1	
Other		3

Schools Served

	Number		Number
Jefferson	19	Central Catholic	1
Grant	9	Tubman	6
Benson	6	Gregory Heights	1
Madison	2	Whitaker	5
Franklin	1	St. T. Moore	1
Lincoln	1	Fernwood	9
Peninsula	1	Ockley Green	3
Mt. View	1	P.O.I.C.	1
Tio Nicks	1	All Saints	1

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for May 1987

STATISTICS:

Total # of students served:	66
Total # of student visits:	283
Total # of tutoring hours provided: (student log)	643
Total # of volunteer hours:	60.5
Total # of students year to date:	175
Total # of volunteers:	5

ETHNICITY:

	Male	Female
Black	32	27
Asian		
White	3	2
Hispanic	1	
Other		1

SCHOOLS SERVED:

	Number		Number
Jefferson	17	Cen. Catholic	1
Grant	6	Collinsview	
Benson	15	Tubman	8
Madison	1	Irvington	
Wilson	1	Whitaker	4
Lincoln	1	St. T. Moore	1
St. Andrews		Fernwood	7
Beaumont	1	Gregory Heights	1
Ockley Green	2		

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for June 1-4, 1987

STATISTICS:

Total # of students served:	26
Total # of student visits:	51
Total # of tutoring hours provided: (student log)	141.23
Total # of volunteer hours:	3
Total # of students year to date:	175
Total # of volunteers:	1

ETHNICITY:

	Male	Female
Black	12	11
Asian		
White	1	2
Hispanic		
Other		

SCHOOLS SERVED:

	Number		Number
Jefferson	7	Cen. Catholic	1
Grant	2	Collinsview	
Benson	3	Tubman	4
Madison	1	Irvington	
Wilson		Whitaker	1
Lincoln		St. T. Moore	1
St. Andrews		Fernwood	4
Beaumont		Gregory Heights	2

Urban League of Portland
WHITNEY YOUNG LEARNING CENTER
Application for Admission

NAME_____PHONE_____DATE_____

ADDRESS_____ZIP_____EMERGENCY PHONE_____

SCHOOL_____GRADE_____SCHOOL COUNSELOR_____

REFERRED BY_____STUDENT CONTRACT SIGNED?_____

1. Are you requesting tutorial assistance on a regular or drop-in basis? (Circle one)

2. List subjects or areas in which assistance is needed, and name of teacher for each subject listed:

3. Briefly describe what you plan to do after graduating from high school:

4. What do you hope to accomplish by coming to the Whitney Young Learning Center?

5. Please list any health problems, such as allergies, etc:

6. Please list any other problems (social, emotional, academic, etc.) that you feel interfere with your ability to excel:

NEEDS ASSESSMENT, RECOMMENDATIONS, COMMENTS: (To be filled out by staff, guardian, counselor or school personnel)

Urban League of Portland

WHITNEY YOUNG LEARNING CENTER
St. Andrews Community School
4919 N.E. 9th
Monday - Thursday
3:00 p.m. - 8:00 p.m.
288-4356

Tutorial Services Contract

Welcome to the Whitney Young Learning Center! This program is here to help you help yourself. Tutors will not do your work for you, but will assist you in developing the skills and self-confidence you need for educational growth and independent thinking. Self-discipline and self-respect are key elements to your success in this program. Whether you come to the Center on a regular or drop-in basis, your responsibilities as a part of the student/tutor team are outlined below:

1. I will sign in and out on each visit to the Center. If I schedule appointments with a tutor I will attend and be on time. If I must miss an appointment, I will notify the Center in advance. I understand that if I miss 2 appointments without notification, I could lose tutorial privileges at the Center.

2. I will come prepared to work and to ask questions. I will have my WYLC "Homework Assignment" form, my books and work materials with me. If I finish my homework and wish to stay, I will ask for additional work.

3. I will review, respect and abide by the Whitney Young Learning Center rules and student guidelines. I understand that if I violate these rules and guidelines, I will be asked to leave the Center.

4. I will notify the program director immediately if I have problems with my tutor.

5. I will participate in the WYLC evaluation process by completing a periodic questionnaire, and by allowing a staff member to review an official copy of my grades within 2 weeks after each grading period.

6. I will make every effort to cooperate with my tutor and to do my best in the learning partnership. I will work seriously towards my own self-development.

I have reviewed this contract and the Whitney Young Learning Center rules with a staff person. I understand and agree to observe the terms of this contract.

_____ _____
Student Signature Staff Signature

_____
Date

Urban League of Portland

WHITNEY YOUNG LEARNING CENTER

"Learning is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, never dream of regretting." T. H. White

RULES

1. Come prepared to study. Have your "Homework Assignment" form, books and materials with you. Know what you want to accomplish. Be mentally prepared to work and to ask questions.

2. Respect the right of other students to study. Keep noise at a minimum while studying, and while entering and leaving the building. Do not interrupt or disrupt other students.

3. If you are not reading, writing, studying, or working with your tutor, you must leave.

4. Candy, alcohol, drugs, smoking and radios are not allowed in the classrooms, hallways or bathrooms. Food and beverages are permissible only during designated times, and only if you keep the Center clean.

5. The telephone may only be used to call for a ride. (The cost is .25 cents). A staff member must be present.

6. Respect the Learning Center property, equipment and materials. Pick up after yourself and others. Return books, magazines, pens, pencils and other materials to their proper places.

7. Study breaks can be taken only during designated times.

8. If you need help, ask. We will be making periodic checks to see that you are accomplishing goals and finishing work, but you should be working while you wait for us to get to you. Let us know when you need help so we can get to you when we're finished with another student.

9. Students who violate these rules will be asked to leave the Center for the day. Only one warning will be given.

The Whitney Young Learning Center is open from 3:00 p.m. to 8:00 p.m., Monday through Thursday, whenever public school is in session. Students can schedule appointments with tutors depending on their needs and the availability of staff. Drop-in students are given assistance on a first-come, first-serve basis. We strongly urge students to attend the Center on a regular, on-going basis.

We're pleased to have you here!

Urban League of Portland
WHITNEY YOUNG LEARNING CENTER
Student Progress Report

STUDENT_____ SCHOOL_____ GRADE_____

Review for the period_____ to_____ Approx. # of visits_____

KEY:

1	2	3	4	5
Problems (Student Parent Conference Recommended)	Needs Improvement (Student Conference Recommended)	Average	Good	Excellent (Student of the Month Candidate)

SUBJECT AREA/TUTOR						
ACADEMIC						
Comes Prepared with Material						
Comes Mentally Prepared to Work						
Uses time Effectively						
Completes Work Regularly						
Uses Work Plan Effectively						
Effort is Consistent						
Shows Progress						
SOCIAL						
Displays a Cooperative & Positive Attitude						
Follows Center Rules and Guidelines						
Respects and Returns Center Property						
Keeps Work Area Clean						
Shows Respect For Other Students and Staff						
Shows Respect For Self						
Maintains Quiet						
Takes Initiative						

COMMENTS:

Staff Signature_____ Date_____

Student Signature_____ Date_____

Parent Signature_____ Date_____

Urban League of Portland
WHITNEY YOUNG LEARNING CENTER

"STUDY SKILLS CONTEST"

This is a way to work on improving your study skills while earning some money. The six students who score the highest in this contest will each win $20.00, plus a "pizza night out" with Whitney Young staff.

To be eligible to win, participants must attend the Learning Center for at least 50% of the duration of the contest. Each participant's total score will be averaged by the number of days they attended during the contest.

The contest begins Tuesday, Feb. 10th, and ends on Thursday, March 5th. Winners will be announced at the following student meeting.

CONTEST RULES

1. Students who enter will work for points in 8 categories:

- "EFFICIENT USE OF TIME
- "RESPECT FOR OTHER'S RIGHT TO STUDY
- "PICKING UP AFTER YOURSELF/RETURNING WYLC PROPERTY
- "BEING QUIET
- "CONSCIENTIOUSLY COMPLETED HOMEWORK
- "SPECIAL INITIATIVE
- "HOMEWORK ASSIGNMENT SHEET (Completed on arrival)
- "OFFICIAL COPY OF GRADES

2. Students can score 1 point in each of the first 7 categories per visit to the Center (one visit per night). A visit must be a MINIMUM of one hour to be counted. Students will receive an automatic 5 points for bringing in an official copy of their grades.

3. ONLY STAFF MEMBERS ARE ALLOWED TO WRITE ON SCORE SHEETS.

4. All WYLC students in grades 7 through 12 may enter by getting a score sheet from Deborah and having it posted in the hallway.

REMINDER: Even ONE warning about noise, disruption, poor use of time, leaving a mess, etc., can keep you from making a point in a particular category. THINK CAREFULLY ABOUT YOUR ACTIONS. You can win if you set your mind to it!!!

CONTEST CATEGORIES

*EFFICIENT USE OF TIME: This means using your time to study, complete homework, read, write for the WYLC Newsletter, help a fellow student, work ahead in one of your subjects, or work on a special project.

*RESPECT FOR OTHER'S RIGHT TO STUDY: This means minding your own business and not interrupting other students when they are working. Talk only when necessary. Talk quietly during breaks.

*PICKING UP AFTER YOURSELF & RETURNING WYLC PROPERTY: This means picking up the garbage and papers around you when you leave and putting them in the wastebasket. It means putting WYLC pens, pencils, calculators, books, tape, staplers, etc., back where they belong when you've finished using them.

*QUIET: Don't talk unless you need to, and then do so quietly, so you don't disrupt others.

*CONSCIENTIOUSLY COMPLETING HOMEWORK: This means doing your homework carefully, neatly, completely. It means doing it seriously, giving it your best effort and trying to learn something from it.

*POST HOMEWORK INITIATIVE: This means doing something constructive and productive, without having to be asked, after you've finished your homework. It means doing something for your own self-development, like asking for extra work or writing a letter to the editor about nuclear war or reading a book or writing an article for the WYLC Newsletter or working on some special project.

*HOMEWORK ASSIGNMENT SHEET: This means keeping a neat, carefully documented list of your homework assignments and the due dates each day on the homework assignment form, and showing it to one of the staff people.

*OFFICIAL GRADES: This means bringing in an official copy of your grades and asking a staff person to record them in your file.

Urban League of Portland
WHITNEY YOUNG LEARNING CENTER
Contest Score Sheet

Participant Name: _____

Date:									TOTALS
Efficient Use of Time									
Respect for Other's Right to Study									
Picking up After Yourself & Returning WYLC Property									
Maintaining Quiet									
Conscientiously Completed Homework									
Post Homework Initiative									
Homework Assignment Sheet									

Official Copy of Grades _____

TOTAL POINTS _____

"EDUCATION IS FRESH!"

THE WHITNEY BULLETIN

THE URBAN LEAGUE OF PORTLAND
WHITNEY YOUNG LEARNING CENTER

June , 1987 *"Knowledge is Power!"* *Vol. 2 Issue 3*

SUICIDE

Suicide is the act or instance of taking your own life purposely.

It is when someone attempts to kill themselves.

Today, in our world, there is a suicide attempt every day. Each hour in the day, someone is taking their life away. And it's not worth it. So remember, no matter what the problem is, it can be worked out because there's nothing better than being alive and knowing you're loved.

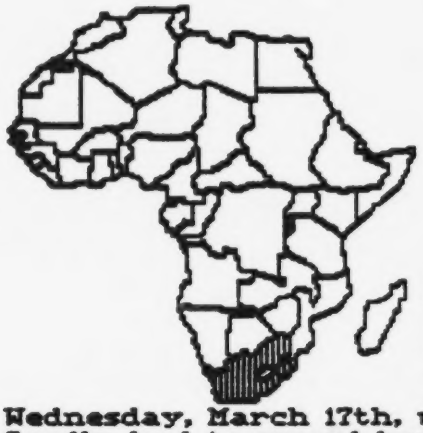
You make life the way it is: good or bad. Because if you put 100% of enjoyment and/or success into it, you get 100% back. If you put in 10%, you only get 10% back. If you put in none, you get none back. So keep this in mind —— whatever you put in is the same amount you get back.

DONYA FRAZIER
Tubman

AFTER

After the darkness
the daylight shines through.
After the showers
the rainbow's in view.
After life's heartaches
there comes from above,
the peace and the comfort
of God's healing love.

THELMA J. HAILE
Benson



SOUTH AFRICA

Mr. Kamau Anderson spoke to WYLC students about South Africa on Wednesday, March 17th, when Avel Gordly had to cancel her talk. Kamau means "quiet warrior" in Swahili. Mr Anderson is active in local anti-apartheid activities. For example, Kamau picketed in Vancouver to stop a crew of shippers from unloading cargo from South Africa.

Apartheid means separation by race. In South Africa, apartheid has meant blacks do not have even basic human rights. They have to show passes when they are in certain areas, and they are forced to live in areas away from whites. They are also separated in schools and stores.

Kamau showed us a video called "Witness to Apartheid." It showed how apartheid works in Africa. It showed kids picketing and people getting beaten and tortured. Three hundred boys and girls are in jail just for picketing. The white officers arrested over 8000 school children, some as young as seven. In the movie, a 13 year-old boy was killed because he wanted apartheid stopped.

(continued on page

Come and Go Solution

One time, long ago, there were five people; a freak named Cameo, a skin head named Crazy Larry, a Black person named Terell, a white person named Lisa, and a nun named Sister Joy.

Some scientists were experimenting with these five people. They were using a solution with them. The solution was called "come and go." The first person was the freak, Cameo, and he took a bath in the solution. He disappeared and went to L.A. He lived there and used the Crip name and got shot by a Blood.

Then the scientists used Crazy Larry, but Crazy Larry drank the solution. Larry soon disappeared too. He ended up in the U.S.S.R. They found out a lot of information from him. Then they killed him.

Then came Terell. He went to England. Terell turned out pretty good, but he got four girls pregnant and had two boys and two girls.

The sons were named Kilo and Jenaro and the daughters were named Sherry and Geanna. None of the four girls knew each other, but then one came to his house, then the second girl came, then the third, then the fourth. When they came with Kilo, Jenaro, Sherry, and Geanna, the four ladies left him with all four kids, and the kids drove him crazy. Now he is dead.

So then came Lisa. Lisa froze the solution and ate it. She soon disappeared to New York and became a very famous singer. Lisa got married to Anthony Patrick Benz, and had a son, whom she named Patrick. Then her husband left her. Then it was just her and baby Patrick.

After 9 or 10 months, Patrick died from being bored. Then Lisa jumped off a bridge.

Last, but not least, was Sister Joy. She drank the solution. She went to France. Sister Joy had also gotten pregnant, and for that reason she's no longer a nun. She got pregnant by the minister. For that reason, they lived happily ever after.

Then the scientists tried to find them, but they had no luck. They knew she wasn't dead, so the search went on. Then the nun found the scientists and killed them.

VICKI UNDERWOOD
Fernwood

FAITH

"The true office of any faith is to give life a meaning which death cannot destroy." Leo Tolstoy

Does this quote mean anything to you? It means that you can believe in anything and nothing can stop you or make you not believe in it, because it is your choice to believe.

Many people were killed because of what they believed in, like Martin Luther King. Someone killed him because he believed in civil rights, but he didn't die without having faith in what he believed in.

Faith is important in life. It is not given to you. You make it. It is important in our lives and you should always have it, in good times and bad.

KAROLINA DROZDEK
St. Thomas Moore

GOALS

People all over have goals. You can say something about the future but it may nnot happen. Like, you could say, "I want to be a basketball player." So, in order for me to reach my goal, I have to strive to reach it. There are times when some people don't put their mind to it enough and they may not achieve their goal. But, if you don't have the education, you can't take two steps to success.

A word to the wise: put your best foot forward, walk with your head up high, have confidence, and before you know it, you'll be at the top. Keep smiling, keep shining, knowing your going to reach your goal.

SHAMEKKA PETERSON
Whitaker

THE MEANING OF APARTHEID

A= Against our own free will.

P = Prejudice against us because of the color of our skin.

A= Always fighting for the right to live.

R = Rifles, the weapons that keep us from our freedom.

T = Torture of our minds, bodies, hearts, souls and pride.

H = Hate, hurt and malice (It solves nothing)

E = Evil

I = Injustice towards people and a new way of life

D = Deliverance, a ray of hope we will keep fighting for ! !

KYRA PARKER
Fernwood

MY DAD

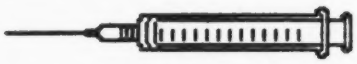
My Dad is nice. He works to keep us happy. He loves me. I love him.

We have a nice house. We have a nice car and we have fun together. We even went to Disney World together.

Everyday I go to school. He goes to work. My father likes football games, I like soccer. He likes red, I like blue. He is tall, I am small. I am skinny, he is fat (not that fat). He likes to drive, I like to walk. He likes to sing, I like to talk. WE BOTH LIKE TO EAT. I like cats, he likes dogs.

No matter how we disagree, I will always LOVE him !

BENNIE LONDON
Gregory Heights



So now, little man, you've grown tired of your L.S.D., goof balls, cocaine and hash. Someone pretending to be a true friend said, "I'll introduce you to mine, heroin."

Well, honey, before you start foolin' with me, just let me tell you how it will be, for I will reduce you and make you my slave. I've sent men much stronger than you to their grave. You think you could never become a disgrace, and end up addicted to poppy seed waste. So you'll start inhaling me one afternoon, you'll take me in your arms very soon.

Once I have entered deep down in your veins, the craving will nearly drive you insane. You'll need lots of money (as you have been told), for, darling, I'm much more expensive than gold. You'll swindle your mother for just a buck, you'll turn into something vile and corrupt. You'll mug and steal for my narcotic charm, and feel contentment when I'm in your arm.

The day when you realize the monster you've grown, you'll solemnly promise to leave me alone. If you think you've got the mystical knack, then, sweetie, just try getting me off your back!

The vomit, the cramps, your gut tied in a knot; the jangling nerves screaming for just one more shot; the hot chills, cold sweat and withdrawal pains can only be saved by my little grains.

There's no other way, and there's no need to look, for deep down inside you will know you are hooked. You'll desperately run to the pusher, and then welcome me back in your arm once again. And when you return (just as I foretold), I know that you'll give me your body and soul. You'll give up your morals, your conscience, your heart, and you will be mine until

DEATH DO US PART

LONNIE BOOKER
Jefferson High

MEMO

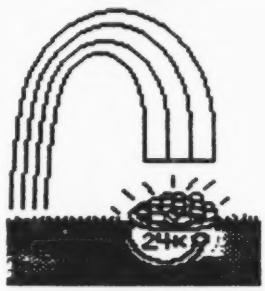
BLACK FAX FOR MAY

***** Slavery was abolished in Brazil on May 14th, 1888

***** In an astounding decision on May 17th, 1954, the Supreme Court declared segregation unconstitutional in the "Brown vs. Board of Education" trial.

***** Malcolm X, a great civil rights leader, was born on May 19th, 1925. Born "Malcolm Little", he later changed his name to Malcolm X to reflect the stolen identity of Black people in America.

***** Lincoln University, the first Black college, was founded on May 24th, 1954.



Education and Goals

When you are a kid, you decide what you want to do when you grow up. Then, when you get to school, you can work hard to achieve your goal. Your goal should be to get a good education, so that you can be successful when you are older.

I want to take over my Dad's job building trucks when he retires.

I want to make money so that I can support my family when they are old. My family is very important to me. I also want to buy a house with a yard.

SHAWN OWENS
Beaumont

PLAN AHEAD

MY HERO

I'm my hero
because I help people.
I work for what I
want. I do not steal.
I'm cute. I'm special.
So are you. I don't take drugs. I
don't smoke. I don't hurt people, big
or small.

I am my hero because I LIKE
MYSELF!

BENNIE LONDON
Gregory Heights

****** WYLC ******
*** RAP SESSIONS ***

We've had some really great rap sessions since the last newsletter! We've talked about South Africa, teaching, prejudice, Black History, making decisions, summer plans for self-development, teen suicide, teen pregnancy, and sex education. We also talked about Malcolm X on his birthday.

In one rap session we discussed the recent shooting at Grant High School. It was good to be able to talk openly about our feelings, and to know we weren't alone in our thoughts. Everyone expressed sadness for the parents of the boy who was shot.

The sessions are a chance for everybody to get together and talk about topics we're interested in. Our ground rules for the session are: respecting others, not criticizing anyone's opinions or remarks, and listening while others speak. Everyone contributes to our discussions.

Crossword Answers

Here are the answers for the June puzzle: Chicago, Detroit Lions, five, Harlem Globetrotters, James Baldwin, Mulatto, Philadelphia, Quincy Jones, three, Warren Moon, Wilfredo Benitez.

(South Africa, continued from pg. 1)

Many young blacks feel they have nothing to lose by fighting for freedom, because apartheid is so horrible. Many of the black students think they are going to die anyway, so they say "let us die fighting apartheid." One boy was tortured so badly he could hardly speak. He had suffered brain damage from the beatings of the white police.

The film shows how black peoples' houses were blown up with bombs. In 1969 there were 69 people killed. It was an elimination of blacks. In 1985 they held funerals as symbols of protest. Blacks were marching and picketing. In 1976 students decided they wanted to speak their own language. They picketed and they were shot and killed. The first person killed was a 13 year old boy. In November, police shot and killed a lot of blacks, and then threw tear gas through an open window, killing a 3 month old baby who was by her mother.

The movie made me feel very angry and upset. It was very emotional to me because I saw my own people getting beaten and shot and attacked by dogs. Like the civil rights struggle in the United States, the tragedy in South Africa continues to haunt our people. I have seen this injustice for a long time, and I am dis-satisfied because the United States government is doing nothing to end apartheid. I feel that the South Africans should defend themselves against the white minority government.

"So long live the struggle for freedom in South Africa."

NATE STOKES
Jefferson

To WYLC Students:

I want to congratulate all the students who took part in the WYLC this year. You showed desire to increase your knowledge and to improve yourself. You showed a willingness to go the extra mile for excellence. It was a pleasure to watch those who grew during the year. I was proud to be a part of that growth. I look forward to seeing you back next year. Bring a friend!

Love and best wishes for a great summer, JIMI JOHNSON

VOLUNTEERS ARE SPECIAL !

Volunteers are special people, and we think we had some of the best at the Learning Center this year.

John Stevenson has been a loyal volunteer for several years now. When he's not at the Center or his job, he likes to play tennis, collect coins, swim and hike. He's an all-around outdoorsman.

Mr. Stevenson is interested in helping students get the best possible education so they can become "winners in life." He's very concerned about the high drop-out rate.

Mr. Stevenson is a graduate of Seattle University, and is currently employed with the Bonneville Power Administration.

Lewie Wertz is another returning volunteer from last year. Although we didn't see him at the Center as much this year, he continued to work "behind the scenes" by putting the newsletter together for us on his computer, and giving moral support to the Center. Lewie feels that working with young people is very rewarding, and he believes that helping them is everyon's responsibility.

When Lewie isn't working, helping others or taking an active hand in raising his nephew, Brandon, he likes to read, spend time at the beach, or work on his computer. He's a native Oregonian and currently lives in Salem.

Jerry Butler volunteers his services to the WYLC because he feels it's his "responsibility to help students achieve their best potential." He says he's delighted to work with our young people.

In his spare time he likes to jog and play racquet ball. Jerry graduated from P.S.U. with a B.S. degree in Financial Management.

He is currently employed by Freightliner as a custom engineer.

John Gonzales came to Whitney Young with a desire to help young people excel in school as well as life. He strongly believes in the student's ability to succeed if given the opportunity.

He likes to go bike riding in his spare time. His hobbies include martial arts and photography.

John received a B.S. in Computer Science from M.I.T. and an M.B.A. from Stanford University. He is currently employed with SABA Technology as Product Manager.

Beverly Yates volunteered her services at the WYLC because she wanted to "give something back to the community." Beverly's hobbies include reading, and playing and watching sports. She is also a ham radio operator and gets a real kick from working with electronics.

She graduated from M.I.T. with a B.A. in Electrical Engineering. She is now employed by Northwest Instrument Systems in their electronic sales division.

Bashira "Bash" Amidu volunteers his time with the Center because he believes in helping his fellow man. Bash is especially interested in working with young people.

Bash, who is Nigerian born, came to the U.S. in 1980. He is outgoing and loves to meet people. He is an avid music lover and sports fan. He graduated from P.S.U. with a B.S. in Civil Engineering and Math. He currently works for the State of Oregon in the Engineering Department.

These people have taken time out of their busy schedules to share their talents and experiences with our youth. What they have given will benefit students, and the community as a whole. During this past year, they truly became a part of the Whitney Young "family". The staff and students of the WYLC are grateful to each one of you, and we hope to see you back next year.

Dear Whitney,

"Dear Whitney" received many letters for this issue of the newsletter, particularly in regards to the shooting at Grant High School. Unfortunately, we are not able to answer all your letters, and others came in too late to respond to, but we have selected what we believe to be a fair representation of your questions.

Dear Whitney,

I still can't believe that a high school student was killed on the school grounds at Grant. It is really scary! I wanted to attend Grant High next year. Now I don't know. What should I do?

Scared
Fernwood

Dear Scared,

The whole situation about that killing has nothing to do with Grant. The media and lots of other people believe that Grant was the main problem, but it wasn't. Grant just happened to be the place where it happened. Grant is a very good school. You should follow what you feel.

Being scared of violence is nothing to be ashamed about. Violence can occur anywhere, sometimes when you least expect it.

Grant's students didn't bring this on; they are nice people, and they were scared too, when this happened.

Dear Whitney,

My mother always tells me to do my best in school. She said that if I want a good job I'd better get good grades in high school. I don't see why grades matter so long as I graduate.

Jefferson
Class of '87

Dear '87,

Whether you believe it or not, grades are a very important part of your future. That applies to getting a job and many other things. Your mom has a very good point. Some of the best jobs in our society require a college degree, and you can't even get into college unless you have decent grades. Grades may not seem to matter NOW, but they affect you FUTURE.

What you LEARN is really more important than the GRADE that you get, but grades determine whether you are eligible for college, and at least to some extent, they reflect on your attitude about yourself.

("Dear Whitney" is continued on the next page)

Dear Whitney (cont.)

Dear Whitney,

I went to a friend's house the other day. She was white. Some of the kids in her neighborhood treated me like dirt. They didn't say anything, but I could tell by the way they looked at me that they didn't want me around. I don't understand why people can't get along just because of skin color. Do you think racism will ever end? Some kids in the rap session said there was nothing we could do about it. Do you believe this?

Wondering at Jefferson

Dear Wondering,

The situation you experienced at your friend's house is very sad.

It's unfortunate that her neighbors are so limited they can't see beyond skin color. They are very shallow people, and will miss the richest part of living in our society. Even though it is difficult, you should try to ignore them. Don't let them affect your friendship, your self-respect, or what you want to do. Maybe, by seeing you and your friend enjoy each other's company, they will learn something.

No, I don't believe that there is nothing we can do about racism.

There are many things we can do. Just by respecting ourselves and those around us, regardless of their color or culture or sex, we are making a difference. We must treat others as we would like to be treated. Education is also important in fighting racism. We should learn about our own and other cultures, and share with others what we learn. We should never ignore racism, tolerate it in any form, or give in to it.

If people think ther's nothing we can do about it, then it will never change. People who accept it are perpetuating it. That's why it's important for you to care. Racism CAN end, but only if we believe it can and only if we all take responsibility for ending it.

Dear Whitney,

I really liked the black history sessions we had at the Center this year, like with Kamau and Herb and Ron Herndon. It made me feel good about myself and my people. When we talked about black history in the rap sessions, somebody asked why they don't teach black history in school, but I still don't really understand why they don't. What can we do to learn more about our history?

Anonymous but Interested

Dear Interested,

First of all, COME TO WHITNEY YOUNG.

And, along with that, you can read on your own and ask your parents and grandparents about their own experiences growing up. There are many wonderful books on African and black history. You could form a group with other students and discuss the things you are reading.

You might write to your principal, letting him know that you are interested in having a black history class at your school, or at least having more black history integrated into other classes. Have your parents write too! as tax payers, they have a say in your education.

You can write to "Whitney" for advice, information, suggestions, or to respond to other letters and answers.

Questions and responses should be clearly stated and written in legible handwriting. Names are optional, but do identify your grade and the school you attend. Although letters will not be published until the fall, you can write to "Dear Whitney" during the summer in care of The Urban League, 10 North Russell, Portland, Oregon, 97727.

Responses are provided by selected WYLC students and a staff advisor. This year, Maurice Ramzy, Byron Neal and Sabrina Payton helped "Whitney" respond to letters.

STUDENT MEETINGS

Nate Stokes took over the Student Leader position when Hollis Dunlap was unable to fulfill his responsibilities. Although we missed Hollis, Nate did an excellent job of facilitating the meetings and organizing the agendas. He took his job seriously and really fulfilled his commitment.

In our last meeting of the year, we voted to plan an end of the year pot-luck, to be held on June 3rd. Dana Spears, Jason Washington, Joy Myrick, Karolina Drozdek and Rodney Graves volunteered for the organizing committee. Nate, Joy and Dana volunteered to be on the clean-up committee.

We also discussed ways that the WYLC had helped us, and what we'd like to see more of next year. Some of the things students liked about the Center were: getting help from tutors, completing homework, learning to concentrate better, getting better grades, meeting new people, participating in the contests, accomplishing goals, and feeling free to talk in the rap sessions.

Suggestions for next year included: get more tutors; have more guest speakers; do workshops and classes; get typewriters and computers; have a music room to practice in; get a set of encyclopedias; and get more students to join us ! Next year, we also hope to strengthen the student meetings and improve our organizational skills.

Contest Winners ! !

Our congratulations to all those who participated in the self-development contests this year. Winners of the most recent contest worked hard to win the NIKE running outfits: THELMA HAILE, MARCUS LINEAR, KYRA PARKER, MICHELLE ROBERTSON, SABRINA PAYTON AND NATE STOKES. You're looking good ! !

Special mention goes to Jason Washington, Vernon Warren and Ronnie Mann, whose scores were very high.

At present, everyone at the Center is working to be one of the six students who join the staff at the annual Urban League Dinner on June 24th. We had a great time last year, and we're looking forward to it again this year, when the volunteer tutors will join us !

AN INTERVIEW WITH WYLC TUTOR JOYCE HARRIS

Q. Where and when were you born?
A. I was born in Pineville, Louisiana, on February 27, 1951.

Q. What schools did you go to?
A. I went to Thomas Jefferson High School in Brooklyn, New York. I went to Reed College, Portland State University, and Oregon State University, where I majored in American Studies with Black Studies Concentration, Education Administration and Education.

Q. Why did you pick teaching?
A. I felt I had the ability to inspire students to want to learn and to do it using experiences that students would find enjoyable and involve their own experiences.

Q. How long have you been teaching?
A. I started teaching in 1970 and got into educational researching development. In 1980 I began to design curriculum and staff training for multicultural education.

Q. Where was the first place you taught?
A. The Black Educational Center.

Q. How much longer do you think you will be teaching?
A. I will be teaching for the rest of my life - and that means whether I'm in or out of the classroom.

Q. When did you first hear about the Whitney Young Learning Center?
A. I first heard about it in 1985.

Q. What inspired you to work here at the Whitney Young Learning Center?
A. I've been out of the classroom for 11 years. I wanted to get back and be around youth again.

Q. What do you do in your free time?
A. I collect Black literature, stamps, crochet, and African artifacts. You could say I collect everything related to Black Culture. I am always looking for something new to add to my collection.

Q. What advice would you give to a young adult about education?
A. "The future belongs to those who prepare for it today." Education will prepare you for tomorrow.

BY SABRINA PAYTON
Grant High School

TIME TRAVELING

Mr. Art Alexander, the Assistant to City Commissioner Mike Lindsberg, was our guest speaker on April 29th. He led us through some fun exercises on "Time Traveling", which had to do with setting goals. We had to think about what we'd be doing in 15 years, where we'd be living and how we would get there. We also had to think about how other people would view us.

We all got really involved in the exercises. It forced us to think about the future and who we will become. We also had to think about what we would want our children to avoid. It was a little like building a road map to our future. We liked his presentation because it made us think about the importance of setting goals.

After we'd written down our goals, Mr. Alexander read some of them aloud to us, and we had fun trying to guess who had written them. You can learn a lot about people by knowing what they want from life.

The African Origins of Science and Math

On April 15th, Mr Kamau Anderson gave us a very exciting slide presentation and talk on "The African Origins of Science and Math." Mr. Anderson has done extensive research and traveled widely in Africa.

We learned a lot about the advanced work of the ancient Egyptians in all kinds of areas: science, math, medicine, art, philosophy, astronomy, language, government and architecture. It was amazing! They were a very sophisticated civilization.

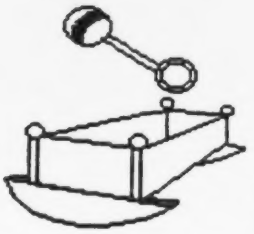
He started off his presentation by showing us a statue of a bird with it's head looking back across it's body. This was an important symbol to the Egyptians. They understood that you must understand your past before you can understand the present or know where you are going. It was a powerful symbol, and made us think about the importance of learning our history.

Another interesting thing about his presentation was seeing how much Egyptian civilization has influenced the rest of the world since then, and how little credit they've received for their knowledge and hard work. Even the Greeks went to Egypt to study philosophy! And much of our architecture in the U.S. can be traced back to ancient Egyptian designs.

We all left Kamau's presentation with a sense of pride in our heritage, and a desire to learn more about it. We hope Mr. Anderson will come visit us more often next year.

SAD BUT TRUE

The WYLC will close for the summer on THURSDAY, JUNE 4TH. We will re-open in early October. We hope everyone has a great summer and we look forward to working together again in the fall.



Rap Session on Teen Pregnancy

Teenage pregnancy is getting to be a big problem. Many young girls are having babies. What can we do? We can protect ourselves. Use protection if you are going to have sex, or better yet, don't have it when you are a teen. If you become pregnant your life will change. Don't listen to your friends when they pressure you. It isn't their choice, it's yours. No one can stop you.

Teenagers who have children usually never go back to school. All their dreams and goals get harder to reach. They can never enjoy the good days again. You can't go to parties or do things you enjoy. You have to care and be responsible for your child. It's hard work, but it's your child.

Teen pregnancy causes so many responsibilties and problems it is impossible to name them all. My advice is: Don't Rush Into It! There Is Time! Ask someone you know, who is a teen mother or father, how they feel.

Sex is a gift to everyone. Don't abuse it.

KAROLINA DROZDEK
St. Thomas Moore

MEMO

BLACK FAX FOR JUNE

***** On June 15th, 1877, Henry O. Flipper became the first Black to graduate from West Point.

***** Medgar W. Evers, Civil Rights leader, was murdered in Jacksonville, Mississippi, June 12th, 1963.

***** Thurgood Marshall became the first Black Supreme Court Justice, appointe on June 13th, 1967, by President L.B.J.

Suggestions for Summer Self-Development

Keep the spirit of the WYLC alive by continuing to improve yourself during the summer. There's lots of things you can do on your own or with friends that will help your mind stay in shape.

** Keep a journal. You don't have to write in it every day, just when you want to reflect on something. Journals help you develop your writing and thinking skills.

** Read some good books. Tell your friends about them.

** Write letters to your friends. Tell them what you've been doing, as well as how you feel about what you've been doing.

** Keep a budget or an account of all your expenses, savings and earnings.

** Visit the library once a week and read a good article in a magazine. Then go home and summarize it for your parents, brothers or sisters.

** Start a reading club. Get two or three friends to read out loud with you once a week, and then discuss what you've read.

** Build leadership skils by organizing your friends to do project in the community. Help out a senior citizen or be a role model for a younger child.

** Make a list of all your goals for next year: academic, personal, physical, etc.

** Register for a program with OMSI and work on your computer and science skills.

** Come to the Urban League and visit Jimi and Deborah. We'll be glad to give you some more ideas.

Herb Cawthorne: Communication

Mr. Herb Cawthorne was our guest speaker on Wednesday, May 13th, 1987. He continued his discussion of the importance of communication that he began with us earlier in the year.

On this visit, Mr. Cawthorne focused on verbal and non-verbal communication. He made us think about how much we say to people with just body language, and how we sometimes send messages that we don't really mean. He used examples right there in the room, like the way people were sitting, or the way some people giggled when they were called on.

As usual, he got us all very involved in the presentation. One of the most exciting things we did was learning how to use comparisons to explain things. The first one we did was comparing a clock to life. "Life is like a clock; it is always ticking away," was one student's contribution. We also compared a book to all kinds of things, like education, life and pictures.

Using comparisons is a way of making someone understand something that they aren't familar with by comparing it with something they know. It's like taking someone from the unKnown to the Known. It's an important tool for critical thinking. Mr. Cawthorne always makes us think, and we like having him at the Center. Thanks Herb ! !

THE FALL '87 BULLETIN

WYLC students can write during the summer for the Fall edition of the WHITNEY BULLETIN. For more information, write or call :

Deborah Cochrane
Urban League of Portland
10 North Russell
Portland, Oregon, 97227
280-2600

GRADES

What I wish I could improve on is school. My grades are poor. I talk in class. By coming to the Whitney Young Learning Canter, I think I will improve. I will try my hardest to learn because all the teachers here are taking time to teach me. I like it very much.

My grades make me very angry because I miss out on stuff. For example, last quarter I didn't get a dog I wanted because my grades were low. My parents were going to buy me one if my grades were O.K.

Grades are important because I need to go to college to become what I want to be. I want to be a doctor or a pro football player.

NICK GOODWIN
Tubman

Communication

On May 13th, Herb Cawthorne spoke at the WYLC on the subject of "Communication."

Love, money, history, friendship, and education are some of the things that follow under communication. If you don't have communication, you don't have anything. Communication is the reason for everything.

There are two types of communication: verbal and non-verbal. Verbal communication is wheen you're talking with a person and using words. Non-verbal communication is without words, and uses body language, facial expressions and things like that.

I feel that communication is very important. Communication is the main source of everything from arguments to love. We would not have arguments if we didn't have communication.

Herb told us about communication in a very simple way. There are many different ways to talk about communication. There are easy ways and hard ways. Someone can go on forever talking about communication.

SABRINA PAYTON

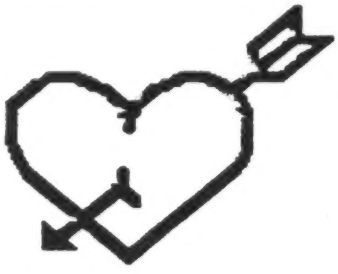
Credit Where Credit Is Due

The WYLC newsletter has become extremely popular. Students write with remarkable flow and motivation to make the WHITNEY BULLETIN a success. However, not everything our editors receive can be printed. Space is always a limitation.

The WYLC staff, the Urban League staff and the community should be proud of RODNEY GRAVES and JOMO GREENIDGE, who contributed interesting, moving, and creative stories for this issue. THese stories were too long to print and too good to chop up. So, even though we were unable to print their stories, we give credit where credit is due.

Thanks again to Rodney Graves and Jomo Greenidge.

Copies of their stories are available in the WYLC office for those who would like to read them.



What is Love?

Love is a feeling
deep down
inside you,
something that
you feel now
and then.

It can make you happy or sad,
it can bring you up or it can take
you down.

The word "love" makes people realize
that life is great,
but when not received, it can turn
into hate.

Love is something everyone wants to
feel,
but sometimes people can't have it.

Even though it seems as no on loves
you,
you should always remember that
love is for real.

MARCUS LINEAR
Jefferson

Tutor Profiles

Yaw Osei Boye

Tutor Yaw Osei Boye was born in Ghana, Africa, and attended Ghana's Second Grade Technical School, which is like an American high school. He then came to Oregon and attended Willamette University in Salem. In college, Osei majored in Math and Physics. He also earned a teaching certification in advanced Math and Science.

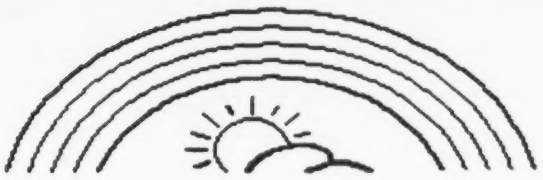
Osei wanted to be able to work and go to school at the same time. He liked the idea that the school district pays your school fees. He also likes to be around and work with young people. He's been teaching for about 2-1/2 years. He first taught at McKay High in Salem, and has also taught at Grant, Wilson and Ockley Green. He has no idea how long he'll keep teaching.

Some of his friends were talking to him about opening up a tutoring program. Then a friend of his saw something about the Whitney Young Learning Center in the paper and his friend told him about it.

He was inspired to work here because he'd been thinking about creating a tutoring program. He wanted to help Portland's youth.

In his spare time, Osei enjoys listening to music, dancing and playing tennis.

xxxx



The Blessings of Service

I must do something
for someone today;
Round up my love
and give it away.
Telephone a friend,
just up the street
Who's a whole lot lonely
and a little bit sick.
Write on my heart
several things to be done;
Will be such a pleasure,
not to mention the fun !
Say a few words
on a litle bitty note
To make somebody
glad that I wrote.
Remember a friend
if I can't be there,
Open my heart
and just send a prayer.
The day moves on
and I'm getting in high
To give away that
which money can't buy.

THELMA J. HAILE
Benson

Can and Can't

The word "can" is for those who believe in themselves. It's for those who wish to take the initiative to try, and who won't allow the words "I can't" in their vocabulary.

The word "can't" is for those who don't wish to take the initiative to try, and for those who don't believe in themselves.

(Continued)

So for those who believe in the word "can", hang in there. And for those who believe in the word "can't", look forward to staying right where you are !

LASHONDA JOY MYRICK
Fernwood

The alarm clock rings
reminding him it is time
to put on his plastic smile.

Dreams of the night before
call him back to the covers.
Reality runs through his mind
and tells him he must get up.

He is soul tired.

The Process Factory racks his brains
with historical lies,
and social shennanigans.
Pressure pressure, pressure,
but what about my problems?

Push shove push shove, SHOUT !
Temporary relief comes
with pressure upon another.
But what about my problems?

A superhero withers away,
another one falling.

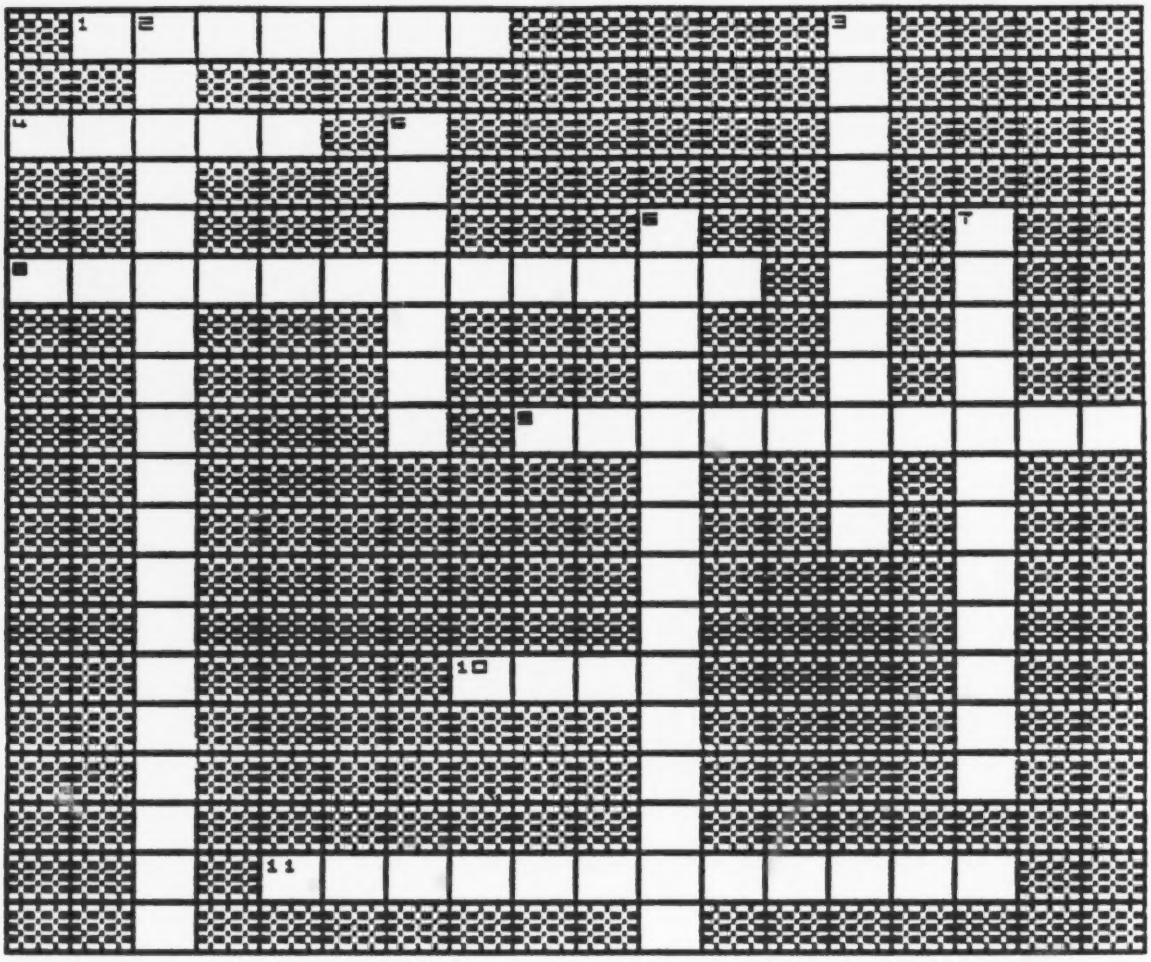
Love love love love love Mamasis
Falling falling falling pillow
climb climb climb
don't stop
never ending.

People shuck and jive
for his hard earned dime,
and if that don't work,
they stab him and kick the wound.

Superhero, where are you?
But knowledge is power so . . .
back to the process factory
and he is still soul tired.

EDDIE MOSS JR.
Jefferson

JUNE



ACROSS CLUES

1. City where "Soul Train" was originally produced.
4. Number of autobiographies Frederick Douglas wrote.
8. Wrote the play "The Amen Corner".
9. Only Black starting quarterback in NFL in 1984.
10. Number of Grammys Stevie Wonder won for the album "Songs in the Key of Life".
11. City where the first abolitionist society formed.

DOWN CLUES

2. On what professional team did Marcus Haynes and "Goose" Tatum play?
3. Musical director of the motion picture "The Wiz".
5. Considered Langston Hughes' best play.
6. Who did Sugar Ray Leonard defeat to win his first welterweight title?
7. For what team did Lem Barney play his entire professional career?

AN OPEN LETTER OF THANKS

It really takes a COMMUNITY effort to make a program like the Whitney Young Learning Center successful. It takes students, staff, the Urban League, schools, churches, businesses, parents and individual community members working together towards the same goal: insuring that our young people are prepared to make a future of hope for all of us.

This year, we felt the spirit of community strength begin to take shape. Although there isn't room to list each person by name, I'd like to thank at least a few who were a part of that spirit this year:

The wonderful parents who encouraged their children to come, who expressed their appreciation to us, and who often joined us for special events; the Urban League and YSC staff members who supported and helped us in our work; the volunteers who gave generously of their time; the principals, teachers and counselors who encouraged students to attend; the individuals and businesses who donated books and money and helped us provide contest prizes; Neva Durfee and Mary Beth Walsch of P.C.C. who helped us with posters; Stephanie Mitchell of PPS who surveyed students and staff; John Slaughter of St. Andrews who kept us warm and dry; Mary Bothwell of PPS who visited the Center and gathered books for us; and Portland Public Schools and the Urban League for funding our efforts.

I'd also like to thank community leaders Ron Herndon, Art Alexander, Kamau Anderson and Herb Cawthorne for taking time to talk with our students about important issues and topics, and to Avel Gordly for sending us materials on South Africa.

My special thanks go to the WYLC staff: Yaw Osei Boye, Jerry Watson, Jimi Johnson, Joyce Harris and Nigel Clark. Your dedication to students and to excellence is the soul of the Whitney Young Learning Center. It's hard to imagine a better team of educators gathered in one place, or a group of people who care more about the youth of this community. I am proud to work with you.

And to Whitney Young students, who are the heart of the Learning Center, there aren't enough words to express my love and respect. I learn from you, gain hope from you, and take great joy in your efforts and achievements. My thanks to each of you who went beyond your homework to contribute something of yourself to the program, in rap sessions, in the newsletter, in contests and meetings and day to day management. It is you who bring us together as "the Whitney Young Family".

Last, but not least, I want to thank Herb Cawthorne, whose commitment to education and to youth makes the Whitney Young Learning Center possible. Thank you, Herb, for the strength of your energy and ideas, for listening, for caring, for allowing debate, for finding us resources, for always believing in what we can accomplish. You gave us the most important thing of all: the freedom to dream and to make our dreams realities.

Deborah Cochrane, Director
Whitney Young Learning Center